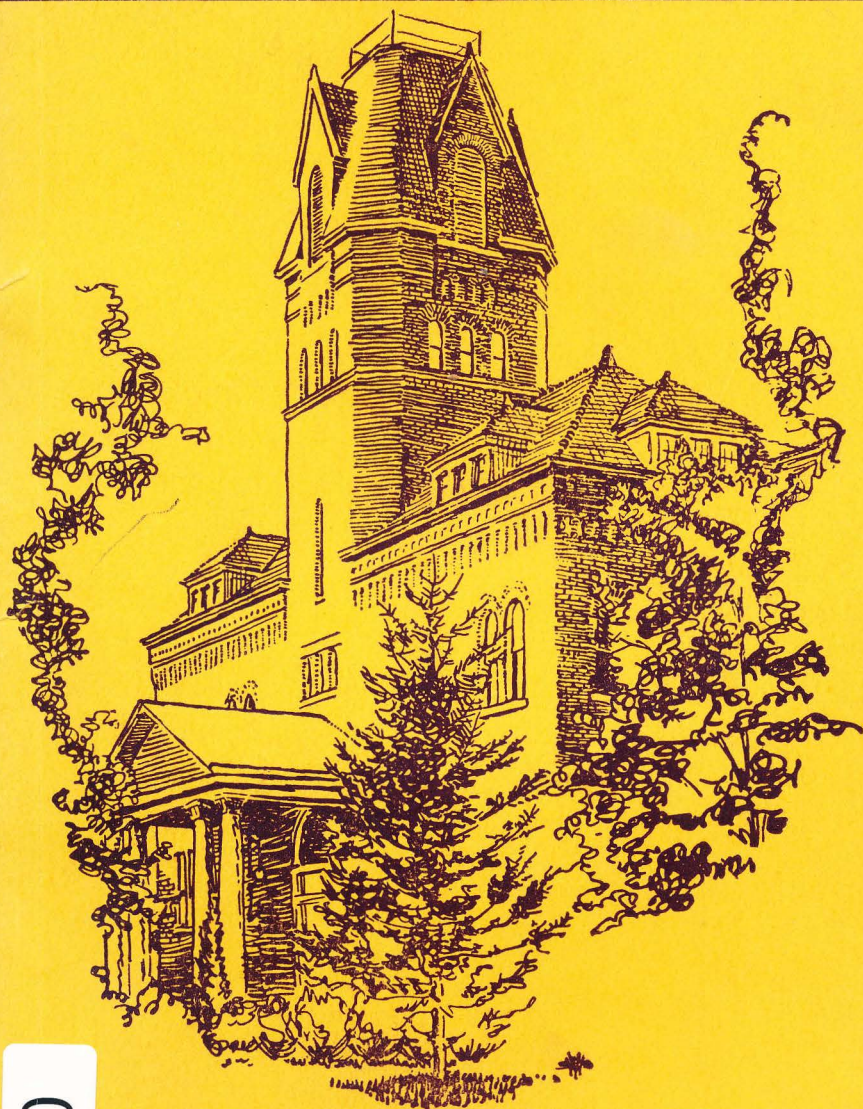


# TAYLOR UNIVERSITY

1939



1939-40

**BULLETIN  
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UPLAND, INDIANA**



# Taylor University Bulletin

Ninety-Third Annual

C A T A L O G  
N U M B E R



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## The William Taylor Foundation

Rev. L. G. Jacobs, D. D., President  
 Rev. A. W. Pugh, D. D., Vice President  
 Forrest C. Miller, Secretary  
 Rev. True S. Haddock, Treasurer  
 Rev. John Ward Rose, D. D., Endowment Treasurer

### BOARD OF DIRECTORS

#### Term Expires 1939

Rev. B. M. Bechdolt, D. D. .... Huntington, Indiana  
 Rev. L. G. Jacobs, D. D. .... Muncie, Indiana  
 Dr. Herbert Lyon ..... Buffalo, New York  
 Grover Van Duyn ..... Indianapolis, Ind.  
 Rev. Harry Lindblom, L.H.D. .... Chicago, Illinois

#### Term Expires 1940

John C. Bontrager ..... Elkhart, Indiana  
 Rev. True S. Haddock ..... Tipton, Indiana  
 Forrest C. Miller ..... Upland, Indiana  
 Rev. A. W. Pugh, D. D. .... Muncie, Indiana  
 Rev. Harold Paul Sloan, D.D., LL.D. .... New York, New York

#### Term Expires 1941

Rev. W. H. Bransford, D. D. .... Anderson, Indiana  
 W. H. Polhemus ..... Daleville, Indiana  
 Rev. John Ward Rose, D. D. .... Bluffton, Indiana  
 Rev. Robert Lee Stuart, D. D. .... Upland, Indiana  
 Clement Laird Arthur ..... Redkey, Indiana  
 \*Mrs. Ella G. Magee (Deceased) ..... Bloomsburg, Pa.

### COMMITTEES OF THE BOARD

Executive—Dr. L. G. Jacobs, True S. Haddock, Forrest C. Miller,  
 R. L. Stuart, A. W. Pugh  
 Finance—Forrest C. Miller, True S. Haddock, A. W. Pugh  
 Faculty—Grover Van Duyn, B. M. Bechdolt, J. W. Rose  
 Building and Grounds—J. C. Bontrager, W. H. Bransford, W. H.  
 Polhemus, C. L. Arthur  
 \*Name carried in memory of this benefactress of Taylor University.

# College Calendar

1939-1940

## First Semester

September 11, Monday, 7 P. M.....	Faculty Meeting
September 12, Tuesday.....	Freshman Day
September 13, 14, Wednesday and Thursday.....	Registration
November 6-10, Monday to Friday.....	Mid-Semester Tests
November 23, Thursday.....	Thanksgiving Day.....Holiday
December 20, Wednesday, Noon.....	Christmas Vacation begins
January 3, Wednesday, 8:40 A.M.....	Class Work resumed
January 25-30.....	Final Examinations

## Second Semester

January 31, Wednesday.....	Registration
March 21, Thursday, Noon.....	Easter Recess begins
March 26, Tuesday, 8:40 A. M.....	Class Work resumed
March 28-April 3, Thursday to Wednesday.....	Mid-Semester Tests
May 2, Thursday.....	Bishop Taylor's Birthday
May 28-31.....	Final Examinations
June 2, Sunday.....	Baccalaureate Sunday
June 3, Monday.....	Annual Meeting of Trustees
June 3, Monday.....	Alumni Reunion
June 4, Tuesday.....	Commencement



## Administrative Officers

Robert Lee Stuart	-	-	-	President
Burt W. Ayres	-	-	-	Vice-President
Earland Ritchie	-	-	-	Dean of College
J. Arthur Howard	-	-	-	Registrar
J. A. Huffman	-	-		Dean of School of Religion
George Fenstermacher		-	-	Dean of Men
Ethel Foust	-	-	-	Dean of Women
M. E. Witmer	-	-	-	Business Manager
Irma Dare	-	-	-	Dietitian
Ivel Guiler	-	-	-	Librarian

# Faculty

## COLLEGE OF LIBERAL ARTS AND SCIENCES

- ROBERT LEE STUART, D.D.**  
President (1931)\*  
Taylor University, Ph.B., D.D.
- BURT W. AYRES, A.M., Ph.D., LL.D.**  
Vice-President and Associate Professor of Philosophy (1897-1906) (1910)  
Taylor University, B.S.; A.M.; Ph.D.; LL.D.
- WILLIAM HERSCHEL BARNARD, A.M., Ed.D.**  
Professor of Education; Chairman Division of Education (1935)  
University of Alabama, B.S. in Education; Teachers College, Columbia University, A.M.; Indiana University, Ed.D.
- ELISABETH C. BENTLEY, A.M., Ph.D.**  
Professor of English; Chairman Division of English (1935)  
Missouri Wesleyan College, A.B.; Boston University, A.M., English; Columbia University, Teachers College, A.M., Education; Cornell University, Ph.D., English.
- THEODORA BOTHWELL, Mus. M.**  
Piano and Organ; Chairman Division of Fine Arts (1922)  
Syracuse University, Mus. B.; Chicago Conservatory, Mus. M.; American Institute of Normal Methods; Columbia University; Chicago Musical College; Pupil of Mme. Julie Rive-King.
- JAMES CHARBONNIER, A.M., B.D.**  
Professor of Bible, Theology and Greek (1934)  
Geneva University College, A. B.; Yale University, A.M.; Drew Theological Seminary, B.D.; Graduate student Geneva University, Doctorate in Belles-Lettres, In pectore.
- Edna M. Robinson*  
**JOSEPH ROBERT CROCKER, A.M.**  
Assistant Professor of English (1938)  
Washington University, A.B.; A.M.; Graduate student, Chicago University, summer 1937.

\*The year of appointment is given after each name.



*Bessie Alford*  
IRMA DARE, A.M.

Assistant Professor of Home Economics (1925)  
Taylor University, A.B.; Columbia University,  
A.M.

WILBUR COOKMAN DENNIS, A.M.

Assistant Professor of Speech. (Part time) (1934)  
Ohio Wesleyan University, A. B.; Taylor University, A.M.; Graduate student, Northwestern University, five terms; Ohio Wesleyan University, two years. (Not all work beyond A.M.)

OLIVE MAY DRAPER, A.M.

Professor of Mathematics and Astronomy (1914)  
Taylor University, A.B.; University of Michigan, A.M.; Graduate student, Columbia University, summer 1927; State University of Iowa, summers 1928, 1929, 1930 and 1931; Indiana University, summers 1935, 1937.

JESSE EVERETT ENGLAND, A. M.

Director of Physical Education and Instructor in Psychology (1938)  
Ball State Teachers College, B.S. in Education;  
Ball State Teachers College, A. M. in Education.

G. HARLOWE EVANS, M.S., Ph.D.

Professor of Chemistry (1933)  
University of Michigan, B.S. in Chemistry; University of Michigan, M.S. in Chemistry; State University of Iowa, summers 1928, 1929, 1930; Graduate work in Mathematics and Physics; University of Michigan, Ph.D.

GEORGE FENSTERMACHER, A.M.

Dean of Men and Professor of German; Violin (1922)  
Taylor University, A.B.; University of Chicago, A.M.; Pupil of Walter Logan, Cleveland; Pupil of Richard Czerwonky, Bush Conservatory, Chicago.

ETHEL LENORE FOUST, A.M., M.R.E.

Dean of Women and Assistant Professor of Bible and Religious Education (1934)  
Wheaton College, A.B.; Columbia University, Teachers College, A.M.; Biblical Seminary, M.R.E.

IVEL, GUILER, A.M.

Librarian (1924)  
Taylor University, A.B.; University of Michigan, A.M., in Library Science.

J. ARTHUR HOWARD, A.M.  
Registrar and Professor of Sociology (1926)  
Occidental College, A.B.; University of Wisconsin, A.M.; Graduate student, University of Wisconsin, summer 1926; State University of Iowa, summers 1927, 1928, 1929 and 1930.

JASPER A. HUFFMAN, B.D., D.D.  
Dean of School of Religion and Professor of Biblical Literature and Exegesis; Chairman Division of Bible (1936)  
Bluffton College, A.B.; McCormick Theological Seminary, B.D.; Taylor University, D.D.

RAYMOND F. KREINER, Mus. B.  
Assistant Professor of Voice (1934)  
Cornell College, Mus. B.; Attendance, Teachers' Conference, Chicago, summer 1934; Graduate student, American Conservatory, summer 1938.

WILFORD PAUL MUSGRAVE, M.A., Ph.D.  
Professor of French and Latin; Chairman Division of Foreign Languages (1938)  
Huntington College, A.B.; Indiana University, M.A.; Pennsylvania State College, Ph.D.

GEORGE T. OBORN, A.M., Ph.D.  
Professor of History; Chairman Division of Social Science (1933)  
DePauw University, A.B.; Boston University, S.T.B., A.M.; University of Chicago, Ph.D.

JAMES WILLIAM PUGSLEY, A.B., Ph.D.  
Assistant Professor of Greek and Latin (1937)  
Cornell University, A.B.; Ph.D.

EARLAND RITCHIE, A.M., Ph.D.  
Dean of College and Professor of Physics (1938)  
Ball State Teachers College, B.S.; Columbia University, A.M.; Indiana University, Ph.D.

*V. E. Brown*  
WILLIAM J. TINKLE, A.M., Ph.D.  
Professor of Biology; Chairman Division of Science (1933)  
Manchester College, A.B.; Bethany Biblical Seminary, 1919-1920; University of Wisconsin, Stone Laboratory; Ohio State University, A.M., Ph.D.



**RETIRED**

- GEORGE EVANS, A.M., D.D.  
Professor of Latin (1920)  
Lawrence College, A.B., A.M., D.D.; Graduate student, John Hopkins University, 1904-1906, 1912-1913; University of Chicago, summer 1911.

**SUPPLY INSTRUCTORS**

- MAUDE BARNARD, B. S.  
Supply Instructor, Elementary Teachers Training (1936)  
University of Alabama, B.S. in Education; University of Alabama, two terms special work in teacher training; Graduate student, Indiana University, summer 1937.
- HELEN H. REEVES, B. S.  
Supply Instructor, Physical Education (1938)  
Ball State Teachers College, B.S. in Education.
- LULU R. TINKLE, B.C.S., A.B.  
Supply Instructor, Elementary Teacher Training (1937)  
Manchester College, B.C.S.; Taylor University, A.B.

## Faculty Committees

(First named is chairman of Committee)

**Administrative**—President Stuart, Ayres, Ritchie, Barnard, Fenstermacher.

**Athletics**—Oborn, Ritchie, England.

**Commencement Program**—President Stuart, Dean Ritchie, Bothwell.

**Credits**—The Dean, The Vice-President, Registrar, Oborn, Tinkle, Barnard, Huffman.

**Honorary Degrees**—Ayres, Tinkle, Fenstermacher.

**Intercollegiate Debating**—Dennis, England, Foust.

**Library**—Guiler, Bentley, Charbonnier, Oborn.

**Lyceum**—Bothwell, Charbonnier, Ritchie.

**Museum**—Tinkle, Oborn, H. Evans.

**Policy**—Dean Ritchie, Huffman, Howard, Fenstermacher, Barnard.

**Registration**—Registrar, Ayres for Seniors, Tinkle for Juniors, Draper for Sophomores, Oborn for Freshmen, Barnard for students in teacher training, Huffman for theological students, and the Dean of College for irregular students.

**Scholarships**—Ayres, Draper, H. Evans.

**Social Activities**—Oborn, Dare, England.

**Student Finance**—Witmer, Tinkle, Ayres.

**Student Organizations and Publications**—Fenstermacher, Dennis, H. Evans.

**Vespers**—Kreiner, Guiler, Briggs.



## Historical Development

Taylor University was first known as the Fort Wayne Female College, which was organized in 1846, by the Indiana Conference of the Methodist Episcopal Church. In 1852 it was united with the Collegiate Institute of the same place and became the Fort Wayne College, a co-educational school. In 1890 it passed under the control of the National Association of Local Preachers of the Methodist Episcopal Church and its name was changed to Taylor University. It was named for the missionary bishop, William Taylor, called in Hurst's history, the modern St. Paul.

On July 31, 1893, the institution was rechartered and moved to its present location. Rev. T. C. Reade, LL.D., was President at the time the location was changed from Fort Wayne to Upland. In its new location it began with a campus of ten acres of land and \$10,000.00 donated by the citizens of Upland. The energy, consecration and self-sacrifice of President Reade and his helpers built up the institution from these small beginnings. The rates were made extremely low that a college education might be placed within the reach of the common people.

After personal visitation and examination into the character and work of the college, Bishop Taylor gave it his hearty endorsement, prayed for it three times every day and assisted it by his influence and with his means. It found a place in his great heart because of its spirituality, its missionary enthusiasm and its interest in students needing financial assistance. All who have become familiar with its output of Christian manhood and womanhood heartily endorse his statement that "this work is of God." There is a sacred memory in connection with the fact that Bishop Taylor helped to lay the cornerstone of the present administration building.

In 1921 the National Association of Local Preachers of the Methodist Episcopal Church transferred Taylor University to the Alumni Association. The Alumni Association in turn conveyed it to The Legal Hundred of Taylor University. Later The William Taylor Foundation was organized and to this body passed the control of Taylor University.

It is felt that this foundation is very fittingly named, since Taylor University still holds to the same traditional policies of world evangelism, and the spreading of Scriptural Holiness which were dear to the heart of Bishop William Taylor.

The William Taylor Foundation is a corporation organized under the laws of Indiana, functioning through a Board of Directors of fifteen persons. Section two of the Articles of Association specifies that the directors of the Foundation shall be chosen as follows:

"Three (one each year) by the members of The William Taylor Foundation at its annual meeting.

Three (one each year) by the Alumni Association of Taylor University at its annual meeting.

Three (one each year) by the North Indiana Annual Conference of the Methodist Episcopal Church. These may be ministers or laymen.

The President of Taylor University shall be ex officio a member of the Board.

The five remaining members shall be elected by the ten members as above constituted; the election shall be by ballot and a majority vote is required for election.

The members of the Board of Directors of The William Taylor Foundation shall be persons of high and recognized Christian character; and shall be members of some protestant evangelical church; and in sympathy with the traditional policies of Taylor University."

These men must be sympathetic with Taylor University's missionary and evangelistic policies, and its attitude to the Holy Scriptures as the Word of God.

You can readily see the thought of this body is the perpetuating of an institution that will be interdenominational. The Board has desired from the beginning to have Taylor University definitely strengthen the work of the evangelical churches and to send the young people back into their church groups to be loyal to the Christ of these churches.

The educational work in the college is intrusted to an administrative group elected by the Board of Directors. This group has to do with the carrying out of the details of the educational task of Taylor University. It is composed of the President of the college, the Vice-President, Dean, Head of the Department of Education, and Business Manager.

## AN EFFECTIVE CHRISTIAN COLLEGE

In order that the friends of an effective Christian college may see something of the background of this institution, you will find below Article IV of the Articles of Association of The William Taylor Foundation:

"For the purpose of more explicitly setting forth the meaning of Christian Education as used by the framers of this charter and the methods and policies by which the proposed results are to be achieved, through Taylor University, or any affiliated educational institution under the control of this Foundation, the following statement of belief and practice is set forth:

The fundamental doctrines of evangelical Christianity as set forth in the common Christian creeds are accepted.

The Bible is recognized as the Word of God showing God's progressive revelation of His own thought and will to man.

The integrity of the Holy Scriptures and the personal



identity of the Holy Spirit in the work of glorifying Christ are not questioned.

The subject of the Bible is redemption, inspired by the love of God the Father, grounded in the atoning sacrifice of God the Eternal Son, and made effective to the human soul by God the Eternal Spirit.

The great reproducible experiences of evangelical Christianity as taught in the Bible, such as the new birth, or conversion of the sinner, and the baptism of the Holy Spirit for the believer, are taught as the privilege of every one.

As a result of these blessed experiences coming to us through this glorious Gospel we joyfully acknowledge our obligation to carry the good news of God's grace to all men everywhere."

A part of Article V:

"The school, Taylor University, shall be interdenominational in its service; and a member of any Christian denomination who is in harmony with the doctrine and policy of the school as set forth in Article IV, shall be (admitted to the student body). Taylor University shall be maintained with its traditional missionary and evangelistic policies and its attitude to the Holy Scriptures as the Word of God. It shall seek to maintain an atmosphere stimulating to spiritual aspiration and to the practice of Christian ethics. It shall cultivate an attitude of respect for and interest in the organized church."

No institution that has caught the spirit of Bishop William Taylor could be local or provincial in its outlook. Students come to us from many states and foreign countries. These world-wide influences in the midst of a splendid intellectual life give the students who come to Taylor University a distinct advantage.

The doors are open to Christian youth who desire a standard college education in the midst of an ideal spiritual atmosphere. Students are taught to think and to face the facts of life.

## AIMS

It is the purpose of Taylor University to provide a Liberal Arts College education of high quality, set in an atmosphere which is effectively Christian. Daily emphasis is placed upon the ethical and spiritual values in education. Taylor believes that a Liberal Arts education is the best preparation for life's task.

The Liberal Arts program is so planned to make provision for the prerequisite training of students who have chosen the special fields of medicine, engineering, law, nursing, and the ministry.

Since health information and physical education are essential factors in successful and wholesome living, an important objective



is the development of a sound body. This is sought through instruction in principles of healthful living and the development of habits of regular exercise.

Education and religion are God's surpassing gifts to the youth today. Everything that education has to offer is welcomed and used in the reaching of the objective, but always with the thought that it must be controlled and directed by the Spirit of Christ. Education and religion must not be divorced. While all of this vast field of education which is so rich in its offerings is used, in order for it to be effective it must be presented by highly trained men and women who are definitely Christian themselves and who help to create a sane, Christian atmosphere. Such influences are brought to the student life that whether ministerial or lay they are made to feel themselves a part of the great ongoing Christian educational movement which they will later be called to lead.

## ACADEMIC STANDING

Taylor University is a standard College of Liberal Arts. It has been so rated by the State Board of Education and appears listed among other standard colleges of the state in Bulletin No. 16 of the United States Department of the Interior.

Taylor University students enter the great universities of America and are fully accredited for standard liberal arts work.

## LOCATION

Taylor University is located in Upland, Indiana, on the Pennsylvania Railroad between Columbus, Ohio, and Chicago, Illinois; one hundred forty-five miles from Columbus and one hundred sixty-nine miles from Chicago. It is twelve miles east of Marion, seven miles west of Hartford City, and seventy-five miles northeast of Indianapolis.

The University grounds are one mile south of the railroad station on Indiana state routes 22 and 221. The main campus lies on the corporate limits of Upland. It occupies a slightly elevated position which gives a commanding view of the surrounding country.

Upland may be reached by way of Hartford City, seven miles east, by interurban from Fort Wayne and other points; Jonesboro, six miles west, by Big Four trains (C.C.C. & St. L.) from Louisville, Cincinnati and northern points, and Chesapeake and Ohio trains from Cincinnati or Chicago.

Passengers from Detroit and eastern lines will intersect the Pennsylvania line through Upland at Union City, Indiana. Passengers from Indianapolis may come to Jonesboro on the Big Four, or to Hartford City on the traction line.

## Educational Equipment

**The Mooney Library** is housed on the main floor of the Administration building. There is a reading room, periodical room, stack room and a faculty study. The rooms are well lighted and have a capacity for seating one hundred and fifteen persons. The library is open during the day and evening of each week day, except Friday evening.

The collection contains 15,100 books and a large number of pamphlets. General and specific reference books are located in the reading room. A good selection of current periodicals, including several technical journals, are available in the periodical room. The shelves are open to both faculty and students. The books are made accessible by being classified according to the Dewey Decimal System and cataloged by author, subject and title. The library facilities are supplemented by inter-library loans, especially from the State Library.

**The Clippinger Observatory** is located on the south side of the campus. It is named in honor of Dr. Charles L. Clippinger, former dean of the college. The telescope is a ten and one-half inch reflector, equatorially mounted.

**The Science Lecture Room** has tablet-arm chairs, a lecture desk, and a large combination projection lantern. The desk is fitted with gas, water, steam, compressed air, and both direct and alternating currents of electricity. The direct current is supplied from a four and one-half K. W. motor-generator set.

**The Physics Laboratory** is equipped with the necessary apparatus for laboratory and demonstration work. The room has gas, water, and both direct and alternating currents of electricity.

**The Chemical Laboratories**, occupying the north half of the ground floor of Maria Wright building, equipped with ventilating fans, are fashioned to meet latest standard requirements.

**The Biological Laboratories** are equipped with dissection tables, instruments, standard compound microscopes with table lamps for same, lenses, microtome, electric oven, aquaria, preservation tanks, herbarium, manikin, human skeletons, life-size model of human body and twelve others, life history demonstrations, balances and various nets.

**The Walker Museum** is located in a large room on the first floor of Sickler Hall and is one of the points of interest on the campus. It includes mounted skeletons of the elephant, llama, lion and several others; and the bones of the famous mastodon discovered near Taylor in 1928. Collections of minerals, fossils, and ores also are displayed here. Of great interest is the collection of weapons, idols, and other articles of handicraft donated by Dr. John C. Wengatz, missionary to Africa. The college would welcome similar gifts from others.

**The Athletic Field** is located just west of the gymnasium. It is equipped with volleyball, horseshoe and tennis courts, baseball diamond and track.





**SWALLOW-ROBIN DORMITORY FOR MEN  
HOME OF SCHOOL OF RELIGION**



# Grounds and Buildings

The grounds of Taylor University now total one hundred and sixty acres, a square block, one-half mile in either direction, beginning at the south edge of Upland and fronting an extension of Main Street. Added to this is a number of city lots north of the campus, some of which are improved with cottages or bungalows, used by professors or rented to patrons. "University Place" is a pleasant residential section.

**H. Maria Wright Hall** is the main building and is located near the center of the campus. It contains administrative offices, recitation rooms, laboratories and library. The third floor of this building has been remodeled to include a well equipped small auditorium for the department of Speech. It is known as Speirs Hall.

**Helena Memorial Music Hall** is located southeast of H. Maria Wright Hall. This building was made possible by the bequest of Mrs. Helena Gehman of Urbana, Ohio. The name was designated in the will. A bronze tablet bears this inscription: "Erected in honor of Rev. R. W. Gehman, a Pioneer Local Preacher of Urbana, Ohio, 1911." While the building was made possible by this bequest it was supplemented by a very substantial gift from Mr. and Mrs. Israel B. Shreiner, and by other smaller gifts.

The School of Music occupies the main floor of this building. The second floor is the Chapel, known as Shreiner Auditorium. It is equipped with Pipe Organ and Grand Piano.

**Magee-Campbell-Wisconsin Hall** is a building erected for women. The north unit is Stanley Magee Memorial. The middle unit is the John D. Campbell Building. The south unit is the Wisconsin Building. There are more than a hundred seventy bed rooms, with running water in each; a parlor; several lobbies and halls; a general dining room, (with section for luncheons); the Jay County kitchen and service room; a basement for laundering and another for recreation and social events; modern domestic science suite; twelve splendid porches, with stately pillars of concrete. The building is brick and tile, constructed on a massive steel frame.

**Swallow-Robin Hall** is a three-story dark brick building, that makes a very comfortable home; formerly for young women, but now for men. This was made possible by the gift of Dr. S. C. Swallow of the Central Pennsylvania Conference, and is called the Swallow-Robin Hall in honor of himself and his wife, whose maiden name was Robin. The rooms of this hall are named for those who contributed. In this building Taylor University School of Religion is partially housed.

**Sickler Hall** is equipped with lecture rooms, Botany and Zoology laboratory, and museum and is located on the northern edge of the campus.

**Maytag Gymnasium** stands at the entrance of the athletic field. It is three stories high, and is equipped with a large sized basketball floor and balconies. The basement is planned for an auxiliary gymnasium, swimming pool and showers. This floor is under process of completion.

**Post Office Building** is a frame structure in which is located the college post office, bookstore, restaurant, and grocery store, and some small apartments on the second floor.

**Greenhouse** is a new structure west of the heating plant. It is fully equipped with beds, benches, water pipes, steam heat and thermostatic control. It is used for experiments in Botany.

**Central Heating Plant** is a new modern building, one of the best in the state. It has a storage capacity of ten car-loads of coal and is of sufficient size to meet expanding needs. It is equipped with two large boilers and one huge, stoker-fed Marine type boiler.

## General Information

### Student Organizations

**The Literary Societies.** There are two literary societies, the Philalethean and the Thalonian. The membership of these societies is open to both men and women. However, no one person is permitted to join both societies. Their purpose is to provide experience in the field of literary activity and to develop latent talent in the members. In addition to varied activities throughout the year, the inter-society contest each commencement season holds great interest. The winners of this contest receive certificates of honor. A winner cannot compete a second time in the same field. Note regulations regarding contests on page 20.

**The Debating Clubs.** The young women have two debating clubs, the Soangetaha and the Mnanka. These clubs offer drill in the processes of logical thought and experience in platform behavior. An annual inter-club debate is held in the second semester.

**French Club.** The purpose of this club is to afford students of French an opportunity to use the language which they are studying, and to obtain knowledge of French life and culture.

**International Relations Club.** The purpose of this organization is to study and discuss those national and international events and issues which daily transpire, and which vitally concern our American life and institution. The club meets twice each month.

**The Conservation Club.** The purpose of this club is to study the need of conservation of natural resources and to aid wherever possible in the act of conservation. It also cooperates with the officials of Taylor University and the Indiana State Department of Conservation in the work of this field.



**"T" Club.** It is the purpose of the "T" Club to promote clean athletics; to assist in improving the athletic conditions of the school; and to cooperate with the department of physical education of the University in the endeavor to give every student the opportunity and desire to participate in athletics.

**The Ministerial Association.** The Ministerial Association is under the direction of the School of Religion and is open to all students who are preparing for the Christian ministry. It is planned that this organization may prove a laboratory for all prospective ministers.

**The Holiness League.** This organization meets weekly for the study of the Bible from the standpoint of the deeper Christian experiences. It offers great spiritual help to all who participate. This organization is one of several which help to maintain the high spiritual standards of Taylor University.

**The Prayer Band.** This organization is composed of those who believe in and practice intercessory prayer. Its weekly meetings are a center of spiritual power.

**The Student Volunteer Band.** Spiritual power and a missionary spirit always go together. Knowing Taylor's spiritual status, one would expect the missionary spirit to be strong. The Volunteer Band, composed of those who expect to do missionary work in foreign or home fields, meets once a week. Many of its former members are now doing effective work in all parts of the world.

**The Student Council.** This Council shall consist of four members. In the second semester each class, except the senior class, shall elect one of its members to represent it on the Council for the following school year. The election shall be by majority vote and the person receiving the second highest vote shall be considered the alternate. These three persons shall elect a fourth member from the incoming freshman class.

## PUBLICATIONS

The college publishes a monthly Bulletin, one issue of which is the Catalog of the University, and the Catalog of The School of Religion is a supplement.

A Student Hand Book is published to be distributed at the beginning of the fall semester. This gives general information concerning all phases of college life.

The students issue their own semi-monthly paper, **The Echo**, which reports the news of the institution, carries editorials and exchanges, and aims to assist in molding a proper college spirit.

**The Gem** is the name given by the students to their college annual, edited and published each year by the students.



### STANDING REQUIRED FOR CONTESTS

Students who engage in contests, either athletic or literary, must be registered for at least twelve semester-hours; they must have made a passing grade in at least twelve semester-hours for the preceding semester and also for the current semester up to the time of participating in the contests. The student must have met completely the requirements for classification of classes and be a bona fide member of the organization participating in the contest. Eligibility for contests must be determined at least twenty-four hours previous to the date of the contest. Ineligibility arising from a record of conditional or incomplete work may be removed according to the usual rule. Students who participate in intercollegiate athletics must be registered for at least twelve semester-hours and must have made a passing grade in that many hours for the preceding semester and must be meeting that standard for the current semester at the time of participating in the contests. This eligibility rule is subject to revision according to the standards of the Indiana Intercollegiate Conference of which Taylor University is a member.

### INTERCOLLEGIATE DEBATING

Taylor University is a member of the Indiana Debating League, and participates in the debating program of this league. Students interested in intercollegiate debating are advised to register for the course in Argumentation and Debate in the Department of Speech. No credit is allowed for intercollegiate debating unless the student has registered for the course, and the student's registration load will be taken into account for those engaging in intercollegiate debating. The selection of those to represent Taylor University is on a competitive basis. Candidates for the intercollegiate debate teams must be registered for at least twelve hours and must have made an average of not less than one and one-half honor points for each semester hour for which they are registered in the preceding semester in school. Freshmen will be permitted to participate in intercollegiate debate with the consent of the head of the Department of Speech and the Dean of the College.

### ATHLETICS

The policies for control of athletics are in the hands of a committee of the faculty. Taylor University is committed to the policy of intramural sports, and a program varied enough to offer some form of activity for all the students. In season the following sports are encouraged: tennis, basketball, baseball, track, and the following recreational games: volleyball, softball, touch football, pingpong, aerial dart, shuffleboard, and horseshoes. Taylor University also engages in a limited way in intercollegiate athletics, in basketball, baseball, track and tennis. The intramural program is under the supervision of the Director of Physical Education, working in cooperation with the student managers of the "T" Club. Students may bring athletic suits and equipment which they may possess.

## Regulations

Attendance at Taylor University is a privilege and not a right. In order to safeguard those ideals of scholarship and that moral atmosphere which are the very purpose of its founding and maintenance, the college reserves the right and the student concedes to the college the right to require the withdrawal of any student at any time for any reason deemed sufficient to it, and no reason for requiring such withdrawal need be given.

It is the aim to have the discipline of the college firm, reasonable, and sympathetic. In all matters pertaining to personal conduct, students are expected to behave as responsible citizens and members of a Christian community. Any student who becomes antagonistic to the spirit and methods of the institution, or who fails to accomplish the object for which he is sent to college, thereby severs his connection with the college and will be dismissed whenever the general welfare may require it. Every effort will be made to stimulate the student to honest, conscientious effort, but the college is not willing to undertake the problem of disciplining students who are not in sympathy with its purposes.

Chapel exercises are held each school day when the entire school assembles for devotion, entertainment or instruction.

Every student is required to attend all chapel services. More than four unexcused absences from chapel subject the student to a fee of \$1.00. If this fee is not paid within one week after the notice is sent to the student, it is doubled and if not paid within two weeks after, the student is automatically disenrolled. Excuse for absence from chapel, in order to be honored, must be signed by the Dean of Men or the Dean of Women, or by the school nurse if the student is directly under her care, and must be filed within one week of the absence. At the discretion of the Committee on Credits, an excess of unexcused absences may occasion a reduction of grades.

Every student is required to attend the Sunday vesper service except that Sunday School and church, or two church services, or assisting in a service elsewhere will be accepted in lieu of the Sunday vesper service.

The college has general oversight of all student rooming houses. Students may reside only in such homes as have the college approval.

The college is not responsible for loss of personal property belonging to students in any building owned by the college whether the loss occurs by theft, fire, or unknown cause.

Parents or guardians who register students with the college thereby accept all the conditions as set forth in this catalog and pledge their cooperation in making a wholesome environment possible.

The college also reserves the right, during the college year, to make any changes which are deemed advisable in the rules and regulations, and also in the fees.



## Expenses

**Board**—Taylor University desires to offer the best in college life at the lowest possible cost. In harmony with this desire, board is furnished in the dining hall at the rate of \$4.50 per week, or \$81.00 a semester, consecutive meals to the same person and payable in advance. It is hoped to maintain the price of board at this rate. Should commodity prices rise materially, the college may be forced to raise the rate, but it will only be advanced to cover the extra cost.

For a single week or fraction of a semester, add \$1.00 a week to the semester rate.

No special rates or transfers are allowed on board.

Students rooming in the college dormitories will be expected to board at the college dining hall.

The charge for students' guests is the same rate as for students when not taken by semester.

The board we offer is not the commonplace, institutional variety. The very best qualities of foods are purchased, the preparation is supervised by a competent and experienced dietitian and under strict sanitary conditions, producing a wholesome, appetizing, well-balanced diet. In addition to this, the dignified service which we offer is unexcelled, all of which combines to make our board offering second to none.

**Rooms**—Taylor University is favored with an excellent health environment. Since it is situated on the edge of a small town, away from the smoke of the factory and the fumes of traffic, the students enjoy the advantages of pure air and sunshine with the repose of a beautiful campus and surrounding countryside.

Special attention is given to the health of the student. In fact, the health of the students is a matter of first consideration at Taylor. The consistently low rates of illness among our students over the period of years gives added proof of the adequacy of our health program. There are sanitary hospital rooms equipped with regular hospital beds and special attention is given to the diet of the student when ill. The college employs registered nurses, who look after the health interests of the student. This service is open alike to men and women.

All rooms are furnished with window shades, bed, mattress, table, chairs, and dresser with mirror. Students must furnish everything necessary for the bed, with the exception of the mattress. They must also furnish their own towels. The college launders the sheets, pillowcases, and towels, four pieces free each week.

Standard amount of wattage for lights allowed for each room is sixty-five watts. Any increase of this amount requires an extra fee.

The college provides rooms for young women in Campbell Hall and Magee Hall, and for young men in Wisconsin Hall and Swallow-Robin Hall. The rental rate for rooms per person is \$40.50 per semester of eighteen weeks for a double room and \$58.50 per semester of eighteen weeks for a single room.

Reservations may be secured by making a deposit of \$5.00.



This deposit automatically becomes a room deposit, and is refunded when the room is vacated and the room key is returned, less any charges for damage to the room and furniture. Deposits for reservation will not be refunded after September 1.

The college reserves all rights concerning the assignment and reassignment of rooms or the termination of their occupancy.

Any change of room within the semester, made at the request of the student, entails a charge of \$1.00.

**Tuition and Fees**—Tuition for not less than thirteen or more than sixteen semester hours in the College of Liberal Arts is \$75.00 per semester. For each hour less than thirteen or in excess of sixteen semester hours, a charge of \$6.00 per semester hour is made. Persons not registered as students, desiring to attend a course as auditors, more or less regularly, without credit, may be admitted on authorization of the Dean of the College and the payment of \$1.50 per semester hour.

Rate on a fraction of a semester's tuition is the same as a semester.

The incidental fee of \$10.00 is charged each student enrolled at the beginning of each semester. This incidental fee covers the use of the library, athletic field, tennis courts, and gymnasium; admission to games and debates; subscription to the Gem and Echo; post office box rent; nurses' fee; \*physician's services; lyceum numbers; and first transcript.

\*See page 25.

#### ESTIMATED COST FOR ONE SEMESTER

A student taking a regular load of 13 to 16 hours in the College of Liberal Arts will find the semester's expenses, exclusive of laboratory fees, to be as follows:

Board .....	\$ 81.00
Room .....	40.50
Tuition .....	75.00
Incidental Fee .....	10.00
Total .....	\$206.50

To this estimated total, providing a Laboratory Course is chosen, Laboratory Fees, per semester, in the amount corresponding to the course selected in the list following, must be added.

#### LABORATORY FEES

Biology—201-202, 351, 431, 331.....	\$ 6.00
Biology—241-242, 322 .....	4.50
Biology—311-312, 362, 451-452.....	3.00
Chemistry—201-202 .....	7.50
Chemistry—211-212 .....	10.50
Chemistry—301, 302, 401-402.....	15.00
Education—341, 342 .....	.25
Home Economics—101-102, 201, 202, 322.....	3.00
Home Economics—111-112, 301-302.....	6.00

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Chemistry—301, 302, 401-402.....	15.00
Education—341, 342 .....	.25
Home Economics—101-102, 201, 202, 322.....	3.00
Home Economics—111-112, 301-302.....	6.00

Mathematics—301-302 .....	1.50
Mathematics—221 .....	2.25
Physics—201-202, 211-212 .....	7.50
Speech—211, 212 .....	3.00
Speech—311, 312, 421, 422 .....	18.00

#### DEPARTMENT OF MUSIC EXPENSES

##### Rates per Semester on Private Instruction

##### PIANO

##### Collegiate Department

With Miss Bothwell

Two thirty minute lessons each week .....	\$ 52.00
One thirty minute lesson each week .....	30.00

##### Children's Department

With Miss Miller

Two thirty minute lessons each week .....	\$ 30.00
One thirty minute lesson each week .....	15.00

##### ORGAN

With Miss Bothwell

Two thirty minute lessons each week .....	\$ 52.00
One thirty minute lesson each week .....	30.00

##### VOICE

With Mr. Kreiner

Two thirty minute lessons each week .....	\$ 37.00
One thirty minute lesson each week .....	22.00
Class (groups of 5), thirty minute lessons each week, per person .....	7.50

##### VIOLIN

With Mr. Fenstermacher

Two thirty minute lessons each week .....	\$ 37.00
One thirty minute lesson each week .....	22.00

##### Other Rates

Class work per semester hour .....	\$ 7.50
Piano Rental one hour per day per semester .....	4.50
Organ Rental—two hours or less, at the rate of 35c per hour and three or more hours at the rate of 25c per hour. The small Organ rate is 15c per hour for two hours or less and 10c per hour for three or more hours.	

##### OTHER FEES AND EXPENSES

Special Examination .....	\$ 1.00
Graduation Fee .....	13.50
Late Registration .....	2.00
Change of Registration .....	.50
Physical Education, Junior and Senior year, per semester .....	5.00
Supervised Student Teaching per semester .....	25.00

**Laboratory Fees** are charged for the use of apparatus and supplies.

**The Special Examination Fee** is charged for all special examinations or tests unless the absence is excused by the Dean of the College. Any student applying for such an examination or test



must present a certificate from the Business Office showing that such a fee has been paid.

**Graduation Fee** is charged to all those who expect to graduate, and is payable six weeks before graduation. This will cover the cost of diploma and rental of cap and gown.

**Late Registration Fee** is charged each matriculated student who registers later than the registration time of any semester.

**Change of Registration Fee** is charged the student for each change made after the regular time of registration.

**Physical Education Fee for Juniors and Seniors** is charged when the required Physical Education courses for Freshmen and Sophomores are delayed to the Junior and Senior year.

**Supervised Student Teaching Fee** is charged all students who take observation and student teaching under critic teachers in outside schools, recommended by the Department of Education of the College.

Books, stationery and supplies are extra and may be purchased at the College Bookstore.

**Hospital Unit.** The college has sanitary hospital rooms, equipped with regular hospital beds, where the students, when it is deemed advisable, may be cared for by Taylor's registered nurses. Students needing hospital service will be expected to pay a fee to cover the actual expense and also charge for extended physician's services.

#### SETTLEMENT OF BILLS

It is increasingly evident that the college cannot be run except on a cash basis. Students, therefore, should be prepared to pay the semester's expense on the day of registration. Money may be remitted in advance of enrollment if desired. Registration is considered incomplete until cash payment is made for at least one-half the total amount of the semester's expense, there being no extension of time. The second payment for the first semester is due November 15th and for the second semester March 15th. Registration will be automatically cancelled if payment is not made within two weeks of these dates, except by special permission of the President.

Accounts of one semester must be adjusted in full before enrollment in the following semester will be permitted.

No degree will be conferred and no diploma, certificate, transcript of credit, letter of honorable dismissal or recommendation will be granted to students who have not discharged all financial obligations to the college.

Students who depend on current earnings may pay by installments, if they present a feasible plan of keeping well paid in advance.

A student leaving during the semester upon the order of his physician or upon the advice and consent of the Dean of Men or the Dean of Women will be allowed an 80% refund if he leaves during the first three weeks of the semester, a 60% refund if he leaves before the end of six weeks of the semester, and a 40% refund if he leaves during the remainder of the first half of the semester, and no refund if he leaves during the second half of the semester. A student leaving without the advice and consent

### SCHOLARSHIPS AND GRANTS

Through the gifts of friends, and certain monies set aside for this purpose, a limited number of scholarships are offered each year.

#### **Selective Honor Scholarships—**

Taylor University has for disposition a limited number of Selective Honor Scholarships which are given to some one in the upper ten per cent of their graduating class. The one to whom this is given receives a \$100.00 scholarship each year for the four years.

#### **Good Will Scholarships—**

A limited number of Good Will Scholarships, ranging from \$50.00 to \$100.00 a year are offered for Christian service and deserving scholarship.

#### **Service Grants—**

From \$25.00 to \$100.00 a year is given in campus work.

There are a limited number of loans from \$25.00 to \$100.00 a year for students preparing for missionary work.

All teachers of Grant and Blackford Counties, in service, are granted three semester hours free tuition in any department of the college. This does not include free laboratory fees.

**Note—**All students receiving scholarship aid or grants, whether Service, Good Will, or Selective Honor, must maintain satisfactory records in discipline and scholarship. If a student makes an unsatisfactory scholastic record or becomes a problem in discipline the scholarship will be withdrawn.

A student receiving scholarship help from Taylor University and transferring to another school any time during the four years may at the discretion of the administrative group be required to pay the amount of scholarship received before the transcript is issued.

## Administration

### ADMISSION

All candidates for admission to the college must give satisfactory evidence of good character and those entering from other colleges must present letters of honorable dismissal.

Every student desiring admission to Taylor University must make application upon the blank provided by the college. This application must be approved by the Dean and recorded with the Dean of Men and Dean of Women, who assign the rooms. Room deposit of \$5.00 should be sent in advance by those desiring room reservation. This is returnable up to September 1. It serves also as breakage and key deposit, and is refundable when the student leaves school.

New students should have a transcript of their high school records sent in advance and evaluated to determine whether or not they meet entrance condition to college. Those desiring advanced standing should have their credentials sent to the Dean in advance of the days of registration. No transcript can be evaluated on registration days.

Students who do not wish to work toward a degree or mature students, who have not had the advantage of an earlier education, may enter Taylor University and take work in Biblical Literature and Religious Education in special preparation for religious service.

### ADVISERS

Freshmen and Sophomores in the college are advised and counselled by the Dean, the Dean of Men and Dean of Women, and other selected faculty assistants. The duty of these advisers is to assist the student in all his college problems through his Freshman and Sophomore years.

At the beginning of the Junior year, when the student has selected his major study, his major professor shall serve as his adviser throughout the remainder of his college course.

The assignment of faculty advisers will be made by the Dean.

### GOVERNMENT

The opportunities and privileges of the college are sincerely open to all who wish to develop their ability and prepare for useful service to mankind.

Standards of behavior at Taylor University are determined by an understood code contained in a student handbook placed in the hands of each new student at the time of registration. Some of these rules are definitely stated in the admission blank.

A student is reminded that he has committed himself by signing the application blank to refrain from the use of tobacco, intoxicants, dancing, card playing and gambling while a student in Taylor University. Violation of this regulation makes the student subject to dismissal.



In the interest of modesty, economy and school democracy, young women are urged to provide for themselves a simple and conservative wardrobe.

Students who possess and desire to use automobiles must secure a permit from the Dean's office. The automobile must not be loaned or hired to another without permission from proper authorities.

The student is also asked to give respectful encouragement to the religious activities of the school.

Every possible encouragement is offered a student in the formation of right habits and the development of Christian character, but those who are not favorable to these regulations and who do not care to conform should not apply for admission.

The Dean of Men and the Dean of Women are responsible for the enforcement of the regulations affecting conduct and for the administration of discipline respectively for the men and the women in cases affecting only the one sex; but jointly for cases in which both men and women are involved.

Cases of importance, involving questions of doubt in matters of evidence of penalty, shall be handled by the Dean of the College, the Dean of Men and the Dean of Women. In cases that are likely to lead to the severance of the student's relation to the school, the Vice President and the President shall act with the deans in final adjudication. Parents should inform the President of any peculiarities in temperament, habits, or character of their children, that the faculty may better govern and direct them.

### PERSONNEL SERVICE

It is the purpose of the college to render the most valuable service to every student who enters her halls.

Administrative officers, faculty advisers, various committees, and the viewpoint in organization all contribute to render this service to the student.

All new students entering the college are required to supply a photograph  $1\frac{1}{2}'' \times 2\frac{1}{4}''$ , and to give as much personnel data as is requested by the Director of Personnel.

A committee on student finance seeks to aid the student in the solution of his financial problems, and functioning at times with the committee on student loan, many times helps the bewildered student to find his way through this problem.

The Business Manager has direction of student self help and if the student has sufficient funds to warrant his entering college and lacks only a small fraction of the year's expense, he may be able to find assistance by this means in meeting the balance of his expenses. Each case is considered on its merits and must be taken up in advance.

The college, in its organization, employs a Dean of Men and a Dean of Women. These persons have their offices and have conferences with students, assisting them in their personal ad-

justments and seeking to guide them in all phases incident to college life.

Special attention is given to the health of the student. The college has sanitary hospital rooms equipped with regular hospital beds. The college provides a registered nurse who gives attention to the physical needs of the student. The aim is to prevent illness and keep the student physically fit rather than emphasize a cure after becoming ill.

A physical examination is given all freshmen upon entering college, by competent and licensed physicians. The results of this examination are placed in definite form signed by the physician and filed with the school nurse.

### SOCIAL LIFE

Regulations concerning social life will be found in a handbook of general information for students covering this and other phases of student life. This handbook will be furnished each student. Students must not arrange for social class parties, or gatherings of any kind, without first obtaining permission from the Dean, and those outside the college who desire to have socials at their homes, should first arrange with the Dean if they desire students to attend. Parents should discourage excessive visiting of students to friends and relatives residing near the college, for this interferes with progress in their studies.

### STUDY HOURS AND LIGHTS

Students in college halls are expected to observe the same rules of quietness and decorum that would be required in a high class hotel. Members of the management or proper officials of the college shall have the right to visit and inspect students' rooms at all times. Students should not engage in sport or congregate in each other's rooms during study hours. Study hours are from 7:45 a. m. to 3:50 p. m., except the noon hour, and 7:45 to 9:45 p. m. Light hours end at 10:30 p. m., except where special permits are secured by those who have good reasons to ask for later study hours. Campus games are not in order during study hours.

### CLASS ABSENCE

Each absence from classes immediately preceding and following a holiday or recess will count double. More than one-eighth of all absences from a class requires a special examination. Three tardies make an absence. In all cases of class absence exceeding one-sixth of the total recitations for the semester, the teacher shall report the case, with the number of absences, to the Dean, and credit cannot be received for such semester's work without action of the Committee on Credits. Excused absences are granted the student offering him opportunity to make up work missed to the satisfaction of the instructor in charge. All unexcused absences and excused absences not made up within a reasonable time may cause deduction to be made from the semester grade.

### CHANGING COURSES

A change of study list may be made by the Dean during the first three weeks of any semester, but after that a change may be



made only by petition to the Committee on Credits and in the latter case no refund will be made. The faculty reserves the right to withdraw any elective course for any semester if it is elected by fewer than five students.

### STUDENT LOAD

The regular load for a student per semester is fifteen hours, besides physical education.

For special reasons the Dean may permit a student to carry two hours above regular work, but permission to carry eighteen hours must be secured by action of the Committee on Credits. A student may not reasonably expect to be permitted to carry extra work unless his average grade for the preceding semester has been high.

In estimating the amount of work to be carried, and credit to be received, three hours of practice in private work in Music or Speech will count as one period of regular class work.

### HOOR SCHEDULE

All five hour courses meet daily, three hour courses meet on Monday, Wednesday and Friday and two hour courses meet on Tuesday and Thursday, unless otherwise indicated. All four hour courses scheduled to meet in the afternoon do not assemble on Friday and all four hour courses scheduled to meet in the morning do not assemble on Monday.

### GRADE SYSTEM

The letter grading system is as follows:

A—Superior	F—Failure
B—Better than average	W—Withdrawal from college
C—Average	WP—Withdrawal while passing
D—Below average but passing	WF—Withdrawal but failing
E—Condition	Inc.—Incomplete

Quality points are given with the grades, as follows: 3 per credit hour with A, 2 with B, 1 with C.

A condition and an incomplete lapse into a failure if not removed the following semester. Any variation from this rule must be taken up with the Committee on Credits beforehand. When a condition is removed the grade attained cannot be higher than C.

### PROBATION

It should be the aim of each student to maintain scholarship rating equivalent to at least one quality point for each credit hour for which he is registered. This is the minimum graduation standard for the college. The average scholarship rating in terms of quality points is found by dividing the total number of hours for which the student is registered into the total number of quality points earned. For example 15 scheduled hours and 15



quality points indicate a scholarship rating of 1.0, i. e., one quality point for each hour for which the student is registered.

A student shall be placed on probation if, in any semester, he earns fewer than eight quality points on a standard load (15 semester hours) or an equivalent ratio in less than a standard load, as based on the original mark as reported at the end of the semester.

A student on probation shall so continue until he earns quality points in any one semester equal to his scheduled hours for which he is registered.

The student continuing in the probationary status for the third time consecutively is automatically ineligible for further registration in the college.

The student on probation is required to report to a special committee for advice and guidance and this special committee at its discretion may require the student to reduce his academic load, to limit his extra-curricular activities and social privileges.

#### IRREGULAR WORK

Irregular work (by private instruction) is not permitted, except in a very rare case. In such a case instruction for credit is not allowed without being passed on, in advance, by the Committee on Credits. The college collects one-half regular tuition (irrespective of fees paid the teacher for such tuition) for such credit hours, regarded as extra load, before the credit shall be recorded on the books of the school; before such credits are allowed they must be passed to the Committee on Credits through the Dean of the College.

#### ORGANIZATION FORM

The school year is divided into two semesters of eighteen weeks in length. The student may enter at the beginning of either semester but it is advisable that he register for the first semester.

The classification of students is made at the beginning of the school year on the following basis:

**Freshmen:** Students deficient only one unit for entrance and who are carrying 12 semester hours of college work plus physical education.

**Sophomores:** Students who have no entrance condition and have completed 20 semester hours and have earned 20 quality points plus physical education.

**Juniors:** Students who have completed 50 semester hours and have earned 50 quality points.

**Seniors:** Students who have completed 84 semester hours and have earned 84 quality points.

A student's classification may be raised during the year as deficiencies are removed. It may be reduced if regular requirements are not met, however, the student who desires to raise his classification during the current school year in estimating his semester hours and quality points must add the regular semester hours and quality points of the preceding semester to the minimum requirements listed above.





**Administration Building, viewed from the Sunken Gardens. (This old historic building carries many precious memories to Taylor's world-wide family.)**



## DEGREES

In order to graduate from any course in the College of Liberal Arts the student must have been in resident study for at least one school year, and to have received one hundred twenty semester hours, with the standing of one hundred twenty quality points, plus four hours of non-prepared physical education in accordance with the division requirements and the major and minor requirements.

The degree of Bachelor of Arts will be conferred upon those who have met the requirements for such degree. See page 41 for the requirements for these degrees.

The degree of Bachelor of Science in Education will be conferred upon those who have met the requirements as listed on page 42 for such degree.

For the degree of Bachelor of Music see page 45.

For the degree of Bachelor of Theology see School of Religion.

For the degree of Master of Arts in Theology see School of Religion.

Graduation will be declared at any time in the year that the work is complete. Formal announcement of graduation is made once a year only, in June, and all persons completing the conditions of graduation during the year are listed with the class of the ensuing June.

## GRADUATION WITH HONORS

In recognition of special merit displayed by the students in their academic work, the faculty awards graduation with honors. To be eligible for these honors the student must have been registered for two years in Taylor University and have earned a minimum of sixty semester hour credits. Graduation with Magna Cum Laude includes those students who have an average of quality points of 2.6 for each credit hour of academic work. Graduation with Cum Laude includes those students who have made an average of quality points of 2.2 for each credit hour of academic work. These quality points have the following significance: Three quality points are given each semester hour with the grade A; two quality points are given for each semester hour with the grade B; and one quality point is given for each semester hour with the grade C. No quality points are awarded with the grade D which is the lowest passing grade. Honors are based only on scholastic standing at Taylor.

College of  
Liberal Arts  
and Sciences

***Entrance Requirements***

***Requirements for Graduation***

***Pre-Professional Courses***

***Divisional Aims and Objectives***

***Courses of Study by Departments***



# Admission to College of Liberal Arts

## ENTRANCE REQUIREMENTS

Standard high school graduation or the equivalency is required for classification as the first year college student. This supposes 16 units, especially for those entering for teacher training, and 15 units as a minimum for all. Description of options is as follows:

### LIST A.—

	Units
(At least ten units must be chosen from this group.)	
English—Required of all .....	3
Algebra—Required of all .....	1
*Foreign Language .....	2-4
History .....	1-4
English (4th unit) .....	1
Advanced Algebra .....	$\frac{1}{2}$ -1
*Plane Geometry .....	1
Solid Geometry .....	$\frac{1}{2}$
Trigonometry .....	$\frac{1}{2}$
Civics .....	$\frac{1}{2}$ -1
Economics and Economic History .....	$\frac{1}{2}$ -1
Sociology .....	$\frac{1}{2}$
Physiography .....	$\frac{1}{2}$ -1
*Biology .....	$\frac{1}{2}$ -1
Zoology .....	$\frac{1}{2}$ -1
*Botany .....	$\frac{1}{2}$ -1
*Physics .....	1
Physiology .....	$\frac{1}{2}$
*Chemistry .....	1
General Science .....	$\frac{1}{2}$ -1

### LIST B.—Special or Vocational Electives:

(Five units may be chosen from this group.)

Agriculture .....	1-2
Bookkeeping .....	1
Business Law .....	$\frac{1}{2}$
Commercial Arithmetic .....	$\frac{1}{2}$ -1
Commercial Geography .....	$\frac{1}{2}$ -1
Domestic Science .....	1-2
Drawing, Art and Design .....	$\frac{1}{2}$ -1
Drawing, Mechanical .....	$\frac{1}{2}$ -1
Manual Training or Farm Mechanics .....	1
Music .....	1-2
Shorthand and Typewriting .....	1-2
Physical Education .....	1

Note. Students who contemplate taking a classical course or a European language major are urged to provide themselves with at least two years of language, preferably Latin, for entrance.

\*If the student presents language for entrance he must present a minimum of two units in one language. If none is presented, he must take 6 additional hours in his language requirement.

\*Required of those intending to take a Mathematics major.

\*Students contemplating an A. B. program should present one year in laboratory science.

# Requirements for Graduation

## FOR THE BACHELOR OF ARTS DEGREE

### DIVISION REQUIREMENTS

Division I.—Bible, Religion, and Philosophy.

Six semester hours in Biblical Literature are required for graduation.

Division II.—Education, Psychology, and Physical Education.

Four semester hours in Psychology 201-202 are required for graduation.

Freshmen and Sophomores are required to register for Physical Education unless excused for physical disability, in which case other work must be substituted. The classes meet two hours each week; a total of four hours is given for the two years.

Division III. English and Speech.

From this group twelve semester hours are required; six of these must be Course 101-102 in English and six in literature courses.

Division IV.—Foreign Language.

The amount of work required from this division for graduation is related to the high school credits offered for entrance. If no credit in language is offered for entrance, 20 semester hours are required. If two or three units are offered, 12 or 14 semester hours are required. If four units are offered, 6 semester hours are required. If five or more units are offered, there are no further requirements from this group. A first language begun in college must be continued through at least the second year.

Division V.—Science.

A minimum of eight semester hours of a laboratory science must be taken in one of the following fields: Physics, Chemistry, Botany or Zoology. A student who does not offer for entrance a unit in one of these sciences mentioned must take an additional eight semester hours in the laboratory sciences.

Division VI.—Social Science.

The students must complete six semester hours in History, and four semester hours in Economics 201-202 or four semester hours in Sociology 101-102.

### MAJOR AND MINOR REQUIREMENTS

Each candidate for a degree must choose, not later than the beginning of the junior year, a major in which he must complete at least twenty-four semester-hours and a minor sixteen semester-hours. The student shall in every case select his major and minor in consultation with the head of his major department and shall give notice to the Dean in writing. No student will be permitted to change his major without consultation with the Dean.

Majors for the Bachelor of Arts degree may be selected in the following:

Latin	Chemistry
Greek	History
French	Sociology
English	Mathematics
Speech	Music
Education	Philosophy
Psychology	Biblical Lit. and
Biology	Religious Educ.

Majors for the Bachelor of Science degree in Education are available in the subjects listed for the Bachelor of Arts majors.

Majors for the Bachelor of Music degree are offered in:

Piano	Voice
Organ	Violin

Majors for state certification are limited to the following:

English	Speech
Mathematics	Latin
French	

Music (Regular certificate)  
 Social Science (Option I, II and III).  
 Science (Option I, II and III, Chemistry and  
 Biology).

### CONDITIONS OF GRADUATION

In order to graduate from any course in the College of Liberal Arts the student must have been in resident study for at least one school year, and to have received one hundred twenty semester-hour credits, with the standing of one hundred twenty quality points, besides two years of physical education.

Credits will not be counted toward graduation in which the grade falls below D. Juniors and Seniors are required to register for a minimum of forty of the one hundred twenty hours required for graduation in courses numbering 300 and above.



**Suggested Schedule of Prescribed Courses for the Bachelor of Arts Degree**

Following is the suggested arrangement of courses by years. Students are expected to observe this arrangement unless there is good reason for change. If physical education is deferred to the Junior or Senior year a special charge is made.

**\*Freshman Year**

English 101-102 .....	6 semester hours
Language, Mathematics or Science.....	3 or 6 semester hours
History 101, 102 or Language.....	6 or 8 semester hours
Economics or Sociology 101-102.....	4 semester hours
Biblical Literature 111, 112.....	6 semester hours
Physical Education 101, 102.....	0 semester hours
<b>Total.....</b>	<b>32 or 30 semester hours</b>

**Sophomore Year**

American or English Literature.....	6 semester hours
Language .....	6 semester hours
Psychology 201-202 .....	4 semester hours
History or Science.....	6 to 10 semester hours
Electives .....	8 to 4 semester hours
Physical Education 201, 202.....	0 semester hours
<b>Total.....</b>	<b>30 semester hours</b>

**Junior Year**

Language (if required) .....	6 semester hours
Major approximately .....	12 semester hours
Minor approximately .....	8 semester hours
Electives .....	4 semester hours

**Senior Year**

Major approximately .....	12 semester hours
Minor approximately .....	8 semester hours
Electives .....	10 semester hours

The student in making out his elective course for any year must give first attention to the division and major requirements for graduation as listed on page 37.

(\*) Students desiring to major in Mathematics or interested in scientific courses, should take Mathematics in their freshman year.

## OUTLINE OF COURSES OF STUDY LEADING TO BACHELOR OF SCIENCE IN EDUCATION DEGREE

### DESCRIPTION OF COURSES FOR TRAINING OF HIGH SCHOOL TEACHERS

The curriculum for the training of high school teachers varies somewhat depending upon the subject-interest and preference of the student. This special like or dislike for a subject-field is important and should be taken into consideration in registering as a Freshman. While only general or survey courses should be taken in both the Freshman and Sophomore years, still one's preference or interest should determine whether he take English, Science, Bible, Physical Education, and Language the first year or whether Mathematics, or History, or Speech, or Music, should be substituted for the Language. Certainly, one who has an interest in Language should be encouraged to continue Language study in college, however, the same is true with Science, or Mathematics, etc.

This subject-interest or preference will also have an important bearing on the specific degree the student decides upon. The difference in subject-matter requirements for each of the degrees should be studied and understood before the Freshman registers in the University. Information regarding the requirements for the Bachelor of Arts degree are listed on page 39. The requirements for the Bachelor of Science degree in Education are:<sup>1</sup>

English .....	12 sem. hrs.
Psychology (General) .....	4 sem. hrs.
Science (Laboratory) .....	8-10 sem. hrs.
Bible .....	6 sem. hrs.
Education .....	24 sem. hrs.
A Teaching Major .....	24 sem. hrs.
A Teaching Minor .....	16 sem. hrs.
<sup>2</sup> A Second Teaching Minor .....	16 sem. hrs.
Physical Education .....	4 sem. hrs.
<sup>3</sup> Electives .....	8-10 sem. hrs.

If one desires a high school certificate at the time he receives his Bachelor's degree, selection of the courses in this department should be governed by the requirements of the student's home state. Our Indiana standard will meet the requirements of a number of states. Unless students desire it otherwise, courses are always arranged to meet the Indiana standard. It is highly important that students who desire to become teachers, make up their minds as early in their course as possible. Many who enter the Teacher Training curricula have their minds made up before they enter college. It is very often too late to begin in their Junior year. As soon as their minds are made up it is imperative that students keep in constant touch with the head of this department, who is the Director of Teacher Training in Taylor University.



Those students who desire to secure a high school teaching certificate in Indiana must work off twenty-four semester hours in each of two subject-matter or content teaching fields<sup>4</sup> and take the following professional courses:<sup>5</sup>

Psychology (201-202) and Educational Psychology (Ed. 341) .....	6 hrs.
Principles of Teaching in the High School (Ed. 312)....	3 hrs.
Secondary Education (Ed. 311) .....	3 hrs.
Tests and Measurements (Ed. 342) .....	3 hrs.
Methods in Two teaching Subjects (Ed. 321 or 322) .....	4 hrs.
<sup>6</sup> Student Teaching (Ed. 421 or 422) .....	3 hrs.

<sup>1</sup>Candidates for this degree must have completed one hundred twenty hours, with the standing of one hundred twenty quality points besides four credit hours in physical education.

<sup>2</sup>For Indiana teachers the minor must be raised to twenty-four hours.

<sup>3</sup>Obviously, if English or Science is one of the fields chosen for teaching the student would have more hours open in the elective field.

<sup>4</sup>It is urged that an additional teaching field of 15 hours be built up.

<sup>5</sup>These courses should be taken in the order listed.

<sup>6</sup>This course may count on an A. B. degree in the amount of three semester hours.

Suggested schedule for those who desire to teach and to receive the B. S. degree in Education:

#### GROUP I

1. (a) English 101-102  
(b) English 211-212
2. Bible 111-112 or 211-212
3. (a) Physical Education 101-102  
(b) Physical Education 201-202
4. Psychology 201-202
5. Education

#### GROUP II

1. Language
2. Mathematics
3. Science
4. History
5. Home Economics
6. Speech
7. Sociology
8. Music

#### Freshman year—

- (a) Take 1a, 2, and 3a from Group I.
- (b) Choose any two or three courses in Group II to make total of 15 hrs.

#### Sophomore year—

- (a) Take 1b, 3b, 4 and 5 from Group I.
- (b) Continue with two of the fields chosen from Group II in Freshman year.
- (c) Choice of any other one in Group II, if necessary to complete program.

#### Junior year—

- (a) Choose Teaching Major and take one or two courses in this field.
- (b) Choose Teaching Minor and take a course in this field.

Those students who desire to secure a high school teaching certificate in Indiana must work off twenty-four semester hours in each of two subject-matter or content teaching fields<sup>4</sup> and take the following professional courses:<sup>5</sup>

Psychology (201-202) and Educational Psychology (Ed. 341) .....	6 hrs.
Principles of Teaching in the High School (Ed. 312)....	3 hrs.
Secondary Education (Ed. 311) .....	3 hrs.
Tests and Measurements (Ed. 342) .....	3 hrs.
Methods in Two teaching Subjects (Ed. 321 or 322) .....	4 hrs.
*Student Teaching (Ed. 421 or 422) .....	3 hrs.

<sup>1</sup>Candidates for this degree must have completed one hundred twenty hours, with the standing of one hundred twenty quality points besides four credit hours in physical education.

<sup>2</sup>For Indiana teachers the minor must be raised to twenty-four hours.

<sup>3</sup>Obviously, if English or Science is one of the fields chosen for teaching the student would have more hours open in the elective field.

<sup>4</sup>It is urged that an additional teaching field of 15 hours be built up.

<sup>5</sup>These courses should be taken in the order listed.

<sup>6</sup>This course may count on an A. B. degree in the amount of three semester hours.

Suggested schedule for those who desire to teach and to receive the B. S. degree in Education:

#### GROUP I

1. (a) English 101-102  
(b) English 211-212
2. Bible 111-112 or 211-212
3. (a) Physical Education 101-102  
(b) Physical Education 201-202
4. Psychology 201-202
5. Education

#### GROUP II

1. Language
2. Mathematics
3. Science
4. History
5. Home Economics
6. Speech
7. Sociology
8. Music

#### Freshman year—

- (a) Take 1a, 2, and 3a from Group I.
- (b) Choose any two or three courses in Group II to make total of 15 hrs.

#### Sophomore year—

- (a) Take 1b, 3b, 4 and 5 from Group I.
- (b) Continue with two of the fields chosen from Group II in Freshman year.
- (c) Choice of any other one in Group II, if necessary to complete program.

#### Junior year—

- (a) Choose Teaching Major and take one or two courses in this field.
- (b) Choose Teaching Minor and take a course in this field.



- (c) Choose a Second Teaching Minor and take a course in this field.
- (d) Take two courses throughout the year in Education.
- (e) Choose an elective if necessary to complete program.

#### Senior year—

- (a) Complete work in three teaching fields.
- (b) Complete required courses in Education.
- (c) Choose electives to meet the total hours required for graduation.

Taylor University is accredited for certification in the following departments: English, French, Latin, Mathematics, Science (Options I, II, and Option III in Chemistry and Biology), Social Science (Options I, II, and III), Speech and Music (regular certificate only). Courses in English, Social Science, Science and Music are designated in special bulletin in Education for license options.

The curricula provided for the training of teachers are:

1. The first two years of a four-year curriculum for elementary teachers. This work is so planned and arranged that a student may complete the course prescribed and easily fit into the four-year program as outlined by institutions giving the full program and complete it in two additional years.
2. A four-year curriculum for high school teachers—leading to the A. B. degree, or the B. S. degree in Education.

The two-year curriculum for elementary teachers follows:

#### Freshman Year

Freshman English—Oral & Written Composition.....	6 semester hours
General European History.....	6 semester hours
Biology .....	8 semester hours
Introduction to Education.....	3 semester hours
Principles of Teaching and Classroom Management.....	3 semester hours
Reading .....	3 semester hours
General Mathematics .....	3 semester hours
Physical Education .....	2 semester hours

#### Sophomore Year

Survey of English Literature.....	6 semester hours
General American History.....	6 semester hours
Geography .....	4 semester hours
Elementary Psychology (General).....	4 semester hours
Speech .....	4 semester hours
Educational Psychology .....	3 semester hours
Children's Literature .....	3 semester hours
Physical Education .....	2 semester hours

## OUTLINE OF COURSES OF STUDY LEADING TO BACHELOR OF MUSIC DEGREE

### MODEL COURSE FOR PIANO, ORGAN, VOICE OR VIOLIN MAJOR

First Year		Semester hours
Major Study .....	12	
Minor Study .....	4	
Music 121, 122 .....	4	
Music 131, 132 .....	4	
English 101-102 .....	6	
Recitals .....	2	
Physical Training 101, 102 .....	0	
Total .....	32	
Second Year		
Major Study .....	12	
Minor Study .....	4	
Music 201 .....	2	
Music 202 .....	2	
Bible 111, 112 .....	6	
Music 111, 112 .....	4	
Recitals .....	2	
Total .....	32	
Third Year		
Major Study .....	12	
Minor Study .....	4	
Music 301 .....	2	
Music 222 .....	2	
Modern Language or English 211, 212 .....	6	
*Music 311, 312 .....	4	
Recitals .....	2	
Total .....	32	
Fourth Year		
Major Study .....	12	
Minor Study (or elective) .....	4	
Recital in Major .....	4	
Music 401, 402 .....	4	
History 101, 102 or Modern Language .....	6	
Recitals .....	2	
Total .....	32	

Vocal students are required to sing in the college Chorus during entire course.

Violin students are required to play in the college Orchestra during entire course.

\*Required in piano, organ and voice majors. Violin majors substitute Ensemble Playing (Music 321, 322).



### OUTLINE FOR TEACHER'S CERTIFICATE IN MUSIC

This work is required for Indiana Certification. Students from other states will follow outline with slight variations.

- A. Theoretical and Applied .....12 semester hours
  - \*Piano and Voice ..... 4 semester hours
  - Music 121, 122 ..... 4 semester hours
  - Music 111, 112 ..... 4 semester hours
- B. Methods ..... 12 semester hours
  - Music 131, 132 ..... 4 semester hours
  - Music 331-332 ..... 4 semester hours
  - Music 401, 402 ..... 4 semester hours
- C. Professional methods ..... 2 semester hours
  - Music 342 ..... 2 semester hours

\*1 lesson each week and 1 hour daily practice give 1 semester hour of credit.

Students taking music as a license subject are strongly urged to elect additional semester hours in theoretical and applied music; this to be done after conference with Chairman of Fine Arts.

### OUTLINE FOR MUSIC MAJOR ON BACHELOR OF ARTS DEGREE

A minimum of 30 semester hours is required, but if this course will permit, the student may take additional hours on the major.

#### A. Required Courses:

- I. Theoretical ..... 18 semester hours
  - Music 111, 112 ..... 4 semester hours
  - Music 121, 122 ..... 4 semester hours
  - Music 131, 132 ..... 4 semester hours
  - Music 201 ..... 2 semester hours
  - Music 202 ..... 2 semester hours
  - Music 222 ..... 2 semester hours
- II. Applied (Piano, Organ, Voice or Violin) 1 lesson each week and 1 hour of daily practice for four years  
6 to 8 semester hours  
(1 lesson each week and 1 hour of daily practice give 1 semester hour credit.)

#### B. Electives:

- A minimum of four semester hours selected from this group.
  - Music 301 ..... 2 semester hours
  - Music 302 ..... 2 semester hours
  - Music 311-312 ..... 2 semester hours
  - Music 351-352 ..... 2 semester hours

## Pre-Professional Courses

Students doing work comparable to that of Purdue University and other technical institutions will receive full credit for same. Many men who are specialists in these technical fields feel that two years of such work may well be taken in the small college on account of the personal contacts and the enriching of the life of the student. In the atmosphere here the student is not lost in the crowd, but knows personally his fellow-students and has a vital contact with the members of the staff.

### PRE MEDIC COURSE

Most authorities now urge that students looking forward to the medical profession complete the full four years in college and take their bachelor's degree with a science major before entering the School of Medicine.

It is assumed that a student entering a pre medic course of study has had Latin in his High School preparation. Whenever possible the student should make the selection of his Medical school at the beginning of his Junior year in order that he may meet the specific requirements for entrance of that school. Students expecting to enter a Medical school should make an average grade of B since Medical schools require high scholastic work as one of their conditions for entrance.

The following outline of required courses will aid the student in the arrangement of his course of study.

#### Freshman Year

English 101-102 .....	6 hours
German or French .....	8 hours
Chemistry 211-212 .....	10 hours
Mathematics 121 .....	3 hours
Elective (second semester) .....	3 hours
Physical Education 101, 102 .....	0 hours

#### Sophomore Year

English 211, 212 .....	6 hours
German or French .....	6 hours
Chemistry 301 .....	5 hours
Chemistry 302 .....	5 hours
Biology 201-202 .....	8 hours
Physical Education 201, 202 .....	0 hours

#### Junior Year

German or French (if required) .....	(6) hours
Chemistry 401-402 .....	8 hours
Biology 311-312 .....	6 hours
Biology 331 .....	3 hours
Psychology 201-202 .....	4 hours
History 101, 102 .....	6 hours
Sociology 101-102 .....	4 hours



**Senior Year**

Bible 111, 112 .....	6 hours
Physics 211-212 .....	10 hours
Biology 431 .....	3 hours
Electives .....	10 hours

Electives: Biology 362 and Chemistry 411-412 are very desirable electives. Other desirable electives are: Economics; Philosophy; Political Science; Mental, Abnormal and Social Psychology and Speech.

**PRE ENGINEERING COURSE**

Students who desire to prepare for engineering, pharmacy or forestry may well spend two years at Taylor University, and if their subjects are properly selected, they may enter a technical college with junior standing. The student must make good grades, for usually a grade of D will not receive credit.

The following are the courses which should be followed for the two years for mechanical engineering. These courses will vary some for the other professions. The student should consult the dean of the college before registering since variation may occur owing to the specific requirements of the school the student desires to enter.

**First Year**

English 101-102 .....	6 semester hours
Chemistry 211-212 .....	10 semester hours
Mathematics 111-112 and 121, 122 .....	10 semester hours
History 101, 102 .....	6 semester hours
Physical Education 101, 102 .....	0 semester hours

**Second Year**

English 211 or 221 .....	3 semester hours
Mathematics 211-212 .....	8 semester hours
General Physics 211-212 .....	10 semester hours
Economics 201-202 .....	4 semester hours
Speech 101-102 .....	4 semester hours
Physical Education 201, 202 .....	0 semester hours

**PRE NURSING COURSE**

Arrangements have been made with the Methodist Episcopal Hospital of Indianapolis by which young women who have completed ninety-five hours of academic work including Physical Education in Taylor University and have made as many quality points may transfer to the Methodist Episcopal Hospital school of nursing and receive the Bachelor of Arts degree from Taylor University after completing twenty-seven months of the professional nurse's course. The student's course must include certain prescribed academic courses; a minimum of twenty hours of a major and a minimum of sixty hours must be earned in residence at Taylor University. "After the six semesters of college work, the student is transferred to the school of nursing on the same basis as the other students, except that the services are shortened in the various departments."

There are some reasons why this combined course should appeal to prospective nurses. In some cases young women graduate from high school before they have reached the age that

they may be admitted to a nurses training school; therefore these years may be profitably spent in laying the foundation for a special line of work. After their college course should the student not desire to take up nurse's work she has a foundation upon which by careful selection of other courses she may finish college and enter another chosen profession.

### THE PRESCRIBED ACADEMIC COURSES ARE AS FOLLOWS:

#### Freshman Year

English 101-102 .....	6 hours
Biology 201-202 .....	8 hours
Language .....	6 or 8 hours
Bible .....	6 hours
Sociology 101-102 .....	4 hours
Phy. Ed. 101, 102 .....	0 hours

#### Sophomore Year

Psychology 201-202 .....	4 hours
Chemistry 201-202 .....	8 hours
Biology 311-312 .....	6 hours
Language .....	6 hours
Electives .....	4 hours
Phy. Ed. 201, 202 .....	0 hours

#### Junior Year

English Literature .....	6 hours
Biology 331 .....	3 hours
Biology 431 .....	3 hours
History .....	6 hours
*Language .....	6 hours
Electives .....	6 or 12 hours

Electives may be selected from the following:

Speech (Fundamentals) .....	4 hours
Home Econ. Foods & Nutrition .....	6 hours
Psychology (Mental Hygiene and Social Psych.) .....	6 hours
Chemistry 401-402 .....	8 hours

\*If two units of language are not offered for entrance, three years' study of language is required.

### DIVISIONAL AIMS AND OBJECTIVES

The various departments in the University are grouped into seven Divisions, with aims and objectives as stated below:

#### I. Division of Bible, Religion, and Philosophy.

It is felt that there is an urgent need and an insistent demand for a high standard of training in Biblical Literature, Religious Education, Philosophy, and related subjects taught in such a manner that the student's personal faith will be strengthened and his fellowship with God made richer. The departments in this division present their work so the students of all evangelical groups can be prepared in a thorough and scholarly manner for Christian service in the home land and abroad.

#### II. Division of Education, Psychology, and Physical Education.

It is the aim of this Division to integrate the work of the departments composing it; to help each department attain its aims to the maximal degree; and to re-inforce the aims and purposes of the institution.



III. Division of English and Speech.

The aim of instruction in this Division is threefold: (1) to develop in the students such command of the English language as shall enable them to use it correctly, readily, and effectively in writing and in speaking; (2) to create good habits of voice and of action, and develop poise on the platform; (3) to give such knowledge and appreciation of the literary inheritance as shall be standards by which literature may be evaluated and enjoyed after college days.

IV. Division of Fine Arts.

The Division of Fine Arts is maintained for the purpose of cultivating skills and appreciations of arts and music. To aid these aims the best methods and equipment for music study are fostered in conjunction with the stimulating environment of a cultured Christian college and the wholesome influence of the college community.

The work of this Division is planned to develop substantial workmanship. The scheme of instruction is comprehensive and thorough, and the courses offered are designed to give the student knowledge in both Theoretical and Applied Music.

V. Division of Foreign Language.

To develop the ability (1) to read the foreign languages with fluency and appreciation; (2) to understand the thought, literature, art and institutions of the foreign peoples whose languages are studied; (3) to use the foreign languages as a background for English study, linguistics, and general research in the various fields of knowledge; (4) to provide teachers and others especially interested in languages with the essential elements of their profession; (5) to develop Christian character through training in the principles of thorough scholarship.

VI. Division of Science.

The science teachers endeavor to acquaint the student with the physical and organic realms of the universe in order to generate mental power and poise. In exact observation of facts, causes, and effects, the student should be trained in honesty and in appreciation of his environment. In addition, certain advanced groups receive training which they plan to use directly in their work.

VII. Division of Social Science.

The basic purpose of the social sciences is to study and interpret the institutions of society and to understand the problems of a constantly changing and increasingly interdependent social order. The different fields of social study deal, according to their special purposes, with present institutions and their problems or with the historical development of present day civilization. The objective and scientific attitude is maintained in so far as is possible with the hope that the student may secure an unbiased, critical, and judicial interpretation of society. It is the fundamental purpose of the Division to lay the foundations for Christian citizenship and to develop in the students attitudes of mind and standards of judgment and ideals that will enable them to plan an effective role in building a better social order.





**View of Wisconsin-Campbell-Magee Dormitory from South**



## Courses of Study by Departments

On the following pages is given, in concise form, a description of each course offered in the various departments. Some of these courses are required and must receive first attention of each student during his Freshman and Sophomore years. During the Junior and Senior years the major work must be given first attention by the student. Each student must consult with his major professor as to the sequence and articulation of his courses.

The numbering of courses is based on the following plan:

Courses numbered 100-199 are primarily for Freshmen.

Courses numbered 200-299 are intended primarily for Sophomores.

Courses numbered 300-399 are designed primarily for Juniors.

Courses numbered 400-499 are intended primarily for Seniors.

All numbers that end in 1 represent courses given in the first semester, and those ending in 2 represent second semester courses.

Courses whose numbers are separated by a hyphen thus: 101-102 are year courses and both semesters must be taken in order to receive credit in the course.

Courses whose numbers are separated by the comma thus: 101, 102 are year courses, but credit may be permitted by the semester.

Seniors may not register for a course numbered 100 to 199 without the approval of the Dean.

The college reserves the right to withdraw any course for which enrollment is not sufficient to warrant the organization of a class, except where such a course may be a major or minor subject of the student.

### **BIBLICAL LITERATURE**

(Division of Bible, Religion, and Philosophy)

Professors Charbonnier and Huffman

Assistant Professor Foust

#### **\*111—THE HARMONY OF THE GOSPELS 3 hours**

A study of the four Gospel narratives with a view of discovering the contribution which each makes to the one Gospel which they contain. A brief perspective on the whole Bible prefaces the work of the course. There is also a hurried review of the Graeco-Roman world as it existed at the time of the birth of Christ. Attention is given to authorship, date, purpose and peculiarity of each book.

First semester.—Three hours credit.

#### **112—THE ACTS 3 hours**

The history of the early church with its missionary movements is carefully studied. The antecedents of Christianity are noted. The reactions of the early church to the teachings of Christ, and the practical outworkings of Christian faith are carefully traced.

Second semester.—Three hours credit.

\*Significance of numbers, see page 49.

**211—OLD TESTAMENT SURVEY****3 hours**

This course is designated to acquaint the student with the scope and significance of Old Testament history and to awaken an appreciation of the great events, personalities, and institutions of the Jewish nation. The study will stress the different types of literature and will open up the wealth of materials for devotional and practical purposes. A special feature of the course will be the art and principles of studying books as organized wholes and of seeing each as related to other books and to the Bible as a whole.

First semester.—Three hours credit.

**212—NEW TESTAMENT SURVEY****3 hours**

This course is arranged to accomplish in the New Testament what course 211 does in the Old Testament. Special attention is given to the Graeco-Roman world as the background of the New Testament and the Christian movement. A perspective is given of every book, thus affording the student a working knowledge of the New Testament. Methods of book study, consistent with the various types of New Testament literature, are practiced.

Second semester.—Three hours credit.

**301-302—BIBLICAL ARCHAEOLOGY****2 hours**

In this course the results of the archaeological explorations of the last century in Palestine, Babylonia, Egypt and other countries are studied. To observe the bearing of the discoveries upon the historicity and general trustworthiness of the Bible is one of the objects of the course.

First and second semesters.—Two hours credit each.

Omitted in 1939-40.

**321—OLD TESTAMENT LITERATURE.****PENTATEUCH****3 hours**

The Pentateuch, with special attention to Genesis, with its account of origins—the origin of the cosmos, man, sin, salvation, nations, etc. Recitations, lectures and assigned readings.

First semester.—Three hours credit.

Omitted in 1939-40.

**322—OLD TESTAMENT LITERATURE. POETIC****BOOKS****3 hours**

A study of Hebrew poetry of the various types, as well as a study of the poetical books of the Old Testament: Job, Psalms, Proverbs, Ecclesiastes, Lamentations, Song of Solomon.

Second semester.—Three hours credit.

Omitted in 1939-40.

**331—PAULINE EPISTLES****3 hours**

The Doctrinal, Pastoral and Personal Epistles of Paul are studied with reference to their geographical and historical settings, the organization of the Apostolic Church, and the development of Christian doctrine. Careful exegesis will be made of selected portions of each epistle.

First semester.—Three hours credit.

Omitted in 1939-40.

**332—HEBREWS, GENERAL EPISTLES,****REVELATION****3 hours**

Attention is given to the problems of the authorship of He-



brews and its relation to the ceremonial of the Old Testament. The authorship, time, and background of each of the General Epistles is studied. The contribution of each book to the New Testament doctrine is evaluated. The place of the book of Revelation in the New Testament canon and its relation to the Bible as a whole is dealt with. Various interpretations of the book are noted and a correct interpretation is sought.

Second semester.—Three hours credit.

Omitted in 1939-40.

**401—OLD TESTAMENT PROPHECY. THE MAJOR  
PROPHETS**

*2 hours*

A study of Isaiah with reference to the historical background and the Messianic message. The problem of the unity of the book is given careful consideration, and also a study of the two great contemporary prophets of the Exile. Special attention is given to their historical setting. In connection with this course the prophetic function is traced historically in its varying relations to Hebrew history through the various periods.

First semester.—Two hours credit.

**402—OLD TESTAMENT PROPHECY. THE MINOR  
PROPHETS AND DANIEL**

*2 hours*

Each book is studied in the light of historical research and is analyzed and discussed with a view to discovering its message to its own and modern times. Attention is given to the Messianic element which each book contains. A study of Daniel with a view to correct understanding of its forecast of history leading up to the Messianic age. Various historic interpretations of the prophecy are noted. The relation of Daniel to the New Testament Apocalypse is considered.

Second semester.—Two hours credit.

## **BIOLOGY**

**(Division of Science)**

**Professor Tinkle**

Students who expect to take advanced work in Biology should take at least one year in Chemistry and, if possible, a year in Physics. Those who are majoring in the department should take enough courses giving Zoology credit so that the major can be counted in that field. Major work requires concentration.

**\*201-202—ZOOLOGY**

*4 hours*

A comprehensive study of the animal kingdom, beginning with the more abundant forms and continuing through more simple phyla, ending with the Vertebrates. Zoological principles are explained. Individual dissections and drawings are made. Required of those taking a major in Biology. Two hours discussion and four hours laboratory a week.

First and second semesters.—Four hours credit each.

**241-242—BOTANY**

*4 hours*

The structures and functions of plants, beginning with those most commonly dealt with and preceding to forms less common.

\*Significance of numbers, see page 49.

Classification, Ecology, and Physiology are emphasized. Students learn to recognize the plants of the neighborhood. Two hours discussion and four hours laboratory a week.

First and second semesters.—Four hours credit each.

**311-312—HUMAN PHYSIOLOGY**

**3 hours**

A course covering the structure, functions and care of the human mechanism, with emphasis upon the second. There are valuable demonstrations and drills. Three hours a week. Prerequisite, course 201-202 or permission of instructor.

First and second semesters.—Three hours credit each.

**322—ORNITHOLOGY**

**2 hours**

A study of the anatomy, classification, life history and migrations of birds. Individual observation is required. Biological principles are illustrated well by this class of animals. One hour discussion and two hours laboratory or field work a week.

Second semester.—Two hours credit.

Omitted in 1939-40.

**331—COMPARATIVE ANATOMY**

**3 hours**

A careful study of typical chordates, comparing their structures. The homologies of organs are traced. The dogfish shark, turtle, and cat are studied most carefully. Designed principally for pre-medical students. One hour lecture and four hours laboratory a week. Prerequisite, course 201-202.

First semester.—Three hours credit.

**351—ENTOMOLOGY**

**3 hours**

A firsthand study of the most numerous class of animals. Insects are collected in the field and classified. Good practice is afforded in Taxonomy. Life history and economic importance are stressed. Principles of Ecology are illustrated. Two hours discussion and two hours laboratory or field work a week. Prerequisite, course 201-202.

First semester.—Three hours credit.

Given on demand.

**362—GENETICS**

**3 hours**

The principles which govern heredity and variation in plants, animals, and man are studied. Sufficient Cytology is included to explain the physical basis of heredity. Lectures are reinforced by demonstrations and problems. Recent discoveries have made this an important field. It furnishes part of the foundation for Psychology and Sociology. Three hours a week. Prerequisite, course 201-202 or 241-242.

Second semester.—Three hours credit.

**431—EMBRYOLOGY**

**3 hours**

The development of the chordate embryo is studied, the principal basis being Amphioxus, frog, and chick. Both prepared slides and living embryos are employed. Designed principally for pre-medical students, but also is of value for general culture. One hour lecture and four hours laboratory a week. Prerequisite, course 201-202.

First semester.—Three hours credit.

Omitted in 1939-40.



**451, 452—BIOLOGICAL PROBLEMS****1 hour**

Open only to juniors and seniors who show sufficient ability to be permitted to make a beginning at research work. The student is assigned some course of study related to the courses he already has taken and also to his major interest. Thus his training becomes well rounded.

One hour credit.

**471—TEACHING OF SCIENCE****2 hours**

A practical study of the high school Biology course: its aims, methods, and problems. Open to juniors and seniors who are electing Biology as a subject in which to secure a teacher's license. Two hours a week. Same as Education 322.

First semester.—Two hours credit.

## **CHEMISTRY**

**(Division of Science)**

**Professor Evans**

The department of Chemistry is intended primarily to prepare students to teach Chemistry in secondary schools, to enter graduate schools and to fill positions in chemical industries. Many students find work in this department in preparing for advanced study, undergraduate or graduate, in engineering, medicine, nursing, dentistry, pharmacy, and the various fields of agricultural specialization. It may be used also to fulfill the science requirement for those not primarily interested in science, but who wish to learn something of Chemistry's ever enlarging place in the modern scientific and industrial world.

A major in this department requires at least 24 semester hours of Chemistry, including courses 211-212, 301, 302, 401-402. Mathematics, Physics, Biology and Home Economics are satisfactory minors. Their selection should depend largely upon the phase of chemistry in which the student is especially interested.

It is recommended that those intending to major in Chemistry take Mathematics 111-112, 121, and 122 in their Freshman year and start their work in Chemistry not later than the Sophomore year.†

For those students wishing to continue this science in Graduate school or desiring to enter a chemical industry, at least 30 hours of Chemistry, a reading knowledge of German and a course in Calculus are highly desirable.

All pre-professional and technical students should consult with the professor about their needs at the beginning of their Freshman year.

†See pre medic and pre engineering requirements, pages 45 and 46 for exceptions.

**\*201-202—A SURVEY COURSE IN CHEMISTRY****4 hours**

This course is an introduction to the broad and useful field of Chemistry through an elementary study of its principles and interesting applications. Some of the new applications of Chem-

\*Significance of numbers, see page 49.

istry for Better Living are illustrated and the modern views of the structure of the atom are emphasized. It is designed to meet the science requirement for the Liberal Arts degrees and the Chemistry requirements for the pre nursing course (page 47). It does not meet the requirements for pre medic, pre engineering, or teacher training curricula, nor for a major or minor in Chemistry. Three hours recitation and two hours laboratory. First and second semesters. Four hours credit each.

**211-212—GENERAL INORGANIC CHEMISTRY** 5 hours

A study of the laws and theories of chemistry; the preparations, physical and chemical properties and uses of the more important metallic and non-metallic substances. Some of the applications of Chemistry to modern life are studied. An attempt is made to promote the sense of unity of purpose in the physical universe. The laboratory work is well correlated with the class discussions. This course is open to those studying Chemistry for the first time as well as to those who have had high school work in Chemistry. Three hours recitation and four hours laboratory.

First and second semesters.—Five hours credit each.

**301—QUALITATIVE ANALYSIS** 5 hours

A study of those theories of Chemistry and of those properties of the metallic salts which are useful in their separation and identification. The laboratory work consists of the systematic qualitative analysis of "known" and "unknown" compounds and mixtures in solution and in the solid state. Two hours recitation and six hours laboratory. Prerequisites, Chemistry 211-212.

First semester.—Five hours credit.

**302—QUANTITATIVE ANALYSIS** 5 hours

An elementary course in quantitative analysis including the theory and practice of gravimetric and volumetric analysis. The laboratory work is preceded by a detailed study of the methods to be used. Two hours recitation and six hours laboratory. Prerequisite, Chemistry 301.

Second semester.—Five hours credit.

**401-402—ORGANIC CHEMISTRY** 4 hours

A study of the chemistry of carbon compounds. The methods of preparation, the distinctive characteristics and reactions of the various types of aliphatic compounds and carbohydrates are studied the first semester. A similar study of the aromatic compounds with an introduction to special classes of compounds, such as: the proteins, terpenes, alkaloids and dyes is made the second semester. The laboratory work consists of preparation of various types of organic compounds, a study of their distinctive reactions and an introduction to qualitative organic analysis. Two hours recitation and four hours laboratory. Prerequisite, Chemistry 211-212.

First and second semesters.—Four hours credit each.

**411-412—ELEMENTARY PHYSICAL CHEMISTRY** 2 hours

A study of the fundamental laws and theories of Chemistry, such as: laws of gases, solutions, conductance, thermochemistry, photochemistry, colloids, homogeneous and heterogeneous equilibrium, chemical kinetics, electromotive force, radioactivity and



atomic structure. Two hours recitation, collateral reading and reports. Prerequisites, Chemistry 301, 302, 401-402 and Physics 211-212. Mathematics 211-212 is desirable.

First and second semesters.—Two hours credit each.

Given on demand.

**421—HISTORY OF CHEMISTRY** 2 hours

A review of the lives and work of the men, and of the related scientific developments, which have been instrumental in the advancement of Chemistry. Two hours recitation, collateral reading and reports. Prerequisites, Chemistry 401-402.

First semester.—Two hours credit.

Given on demand.

**431—ADVANCED ORGANIC CHEMISTRY** 3 hours

A more complete study of some of the special classes of compounds introduced in course 402, such as: the terpenes, dyes and proteins. Also a study of some of the modern theories regarding color, molecular structure and stereoisomerism. Three hours recitation, collateral reading and reports. Prerequisite, Chemistry 401-402.

First semester.—Three hours credit.

Omitted in 1939-40.

**432—ELEMENTARY COLLOID CHEMISTRY** 2 or 3 hours

An introduction to the study of the fundamental principles of colloid chemistry. This course is designed to make a full year of advanced work with either course 421 or 431, hence the credit is made flexible. Two or three hours recitation, collateral reading and reports. Prerequisite, Chemistry 401-402.

Second semester.—Two or three hours credit.

Omitted in 1939-40.

**471—TEACHING OF SCIENCE** 2 hours

A practical study of the High School Chemistry course: its aims, methods, and problems. Open to juniors and seniors who are electing Chemistry as a subject in which to secure a teacher's license. Two hours recitation, collateral reading and reports. This is the same course as Education 321 and does not count on a Chemistry major. Prerequisites, see Education 321.

First semester.—Two hours credit.

## ECONOMICS

(Division of Social Science)

Professor Howard

**\*201-202—PRINCIPLES OF ECONOMICS** 2 hours

A survey of the industrial life of society from an institutional approach. This course is designed to meet the needs of the student who wishes to secure a knowledge of the economic environment in which he lives. It is also outlined as a preliminary course for economics and sociology majors. Prerequisite of all other economic courses and required of sociology majors.

First and second semesters.—Two hours credit each.

\*Significance of numbers, see page 49.

**301—LABOR HISTORY AND LEGISLATION 2 hours**

A study of the development and organization of labor movements in Great Britain and the United States. Trade, industrial, and labor unionism. Principles and policies of labor and industry. Methods of procuring legislation; progress made, and recent tendencies.

First semester.—Two hours credit.

**302—LABOR PROBLEMS 2 hours**

A study of the relationships between labor and free land; immigration; child labor; women in industry; insurance; working conditions; unemployment. An analysis of the problems involved in the labor-capital struggle and an investigation of the agencies for industrial peace.

Second semester.—Two hours credit.

**321, 322—FINANCIAL ORGANIZATION OF SOCIETY 2 hours**

The purpose of this course is to give a broad general view of our whole financial system. Review of world finances up to 1791. The United States Bank; Independent Treasury System; state banks; coinage; note issue; legislation, especially after 1863 with the National Banking System. Detailed study is made of the functions of money and banking with special reference to the Federal Reserve System.

First and second semesters.—Two hours credit each.

Alternates with Economics 301, 302.

Omitted in 1939-40.

**331—ECONOMIC HISTORY OF THE UNITED STATES 3 hours**

See History 432. Student may elect to take as credit for either economics or history but not for both.

## EDUCATION

(Division of Education, Psychology  
and Physical Education)

Professor Barnard

**CRITIC TEACHERS**

Brownlee, Elizabeth - French - A. B. Earlham College 1925 - Marion High School.

Lewis, Howard C. - Chemistry, English, History - A. B. Indiana University 1926 - Upland High School.

McGeath, Delight - English - A. B. Western College for Women 1925 - Hartford City High School.

Nesbit, Esther E. - Music - B. Mus. in Ed. Illinois Wesleyan University School of Music 1930 - Hartford City High School.

Pearson, Helen R. - Mathematics - A. B., A. M. Indiana University 1926, 1931 - Hartford City High School.

Pugh, J. L. - Social Science - B. S. Ball State Teachers' College 1928 - Upland High School.



- Sturgeon, Mrs. Daisy K. - English, Latin - A. B. Indiana University 1904; A. M. Chicago University 1915 - Upland High School  
Telle, George H. - Mathematics - A. B. Indiana University 1920  
Hartford City High School.  
Wilson, David - Mathematics - B. S. Ball State Teachers' College 1929 - Upland High School.

The Education Department of Taylor University is strictly a professional department which seeks, with the cooperation of the other departments, to train teachers. The best is our aim. A Christian philosophy; the importance of character education; educating for living in a democracy; and the strategic position of the teacher in inculcating and developing these concepts receives much emphasis.

**\*211—INTRODUCTION TO EDUCATION** **3 hours**

This is a general survey course of the field of education and teaching. As its name implies, it introduces the students to the theory of education and principles underlying the same. The work is suitable to the needs of either the students preparing to teach or to those who do not desire to specialize in education. First semester.—Three hours credit.

**212—CLASSROOM MANAGEMENT** **3 hours**

In this course we deal with such topics as the following: Class membership and attendance, order and discipline, incentives, health of the pupil, grading and promotion, the curriculum, the daily program, the lesson assignment, supervised study, tests and measurements, formal and informal classes.

Second semester.—Three hours credit.

**231—READING AND PHONETICS** **3 hours**

Much progress has been made in the field of reading within the past decade which should be available to the teacher. This course will bring much of this material to the attention of the teacher-in-training.

First semester.—Three hours credit.

**301—HISTORY OF EDUCATION** **2 hours**

This course deals with growth of educational ideals in Europe. Emphasis is laid upon the political, social and economic conditions in so far as they have influenced the educational ideals of the times. The educational views of outstanding men like Socrates, Plato, Rabelais, Erasmus, John Calvin and others will be stressed. The influence of Christianity on Education will be discussed. The course will close with the influence of the Reformation.

First semester.—Two hours credit.

Omitted in 1939-40.

**302—HISTORY OF EDUCATION IN THE UNITED STATES** **2 hours**

The influence of European ideals upon the schools of the United States, on Colonial education; social, economic and political influence on the development of education; the rise and expansion of public education; the growth of the high school and the development of the teaching profession; support and control of

\*Significance of numbers, see page 49.

public education; the entire period of education from the earliest Colonial effort down to the present time is covered. Intended for those students who desire to know about the origin and development of education in the United States.

Second semester.—Two hours credit.

### 311—SECONDARY EDUCATION

3 hours

In this course we make an effort to set forth the fundamental principles of secondary education. To do this we study briefly the secondary schools of Germany, England and France first and follow this with our own system. The main topics for class discussion center around (1) the general purpose of education, (2) the relation of secondary education to other levels of education, (3) selection of students for secondary schools, (4) the content and organization of the high school course of study, (5) the relation of secondary education and vocational education, (6) the qualifications of secondary teachers, (7) general methods of teaching, (8) progress in high school studies, and (9) comparison of results obtained.

First semester.—Three hours credit.

### 312—PRINCIPLES AND TECHNIQUE OF HIGH SCHOOL INSTRUCTION

3 hours

General methods for teaching in the high school constitute an important part of this course. Principles that underlie the teaching of every high school subject are stressed more than particular methods or devices for each subject. The teaching technique is emphasized. Only those preparing to teach are advised to take this course.

Second semester.—Three hours credit.

### 321 or 322—THE METHODS OF TEACHING HIGH SCHOOL SUBJECTS

The following courses deal with the organization and technique of the teaching of high school subjects. They aim to give thorough acquaintance with selection, organization and presentation of methods of instruction of such subjects.

—Bi. The Teaching of Biology	T. Th.	2 hrs.
—Ch. The Teaching of Chemistry	T. Th.	2 hrs.
—En. The Teaching of English	T. Th.	2 hrs.
—Fr. The Teaching of French	T. Th.	2 hrs.
—La. The Teaching of Latin	T. Th.	2 hrs.
—Ma. The Teaching of Mathematics	T. Th.	2 hrs.
—Mu. The Teaching of Music	T. Th.	2 hrs.
—Sp. The Teaching of Speech	T. Th.	2 hrs.
—SS. The Teaching of Social Science	T. Th.	2 hrs.

### 331—CHILD PSYCHOLOGY

2 hours

This course deals with the mind of the child from birth up to puberty. Such topics as the sensory life of the child, play, curiosity, imagination, memory, language, imitation, art, musical expression, moral nature, discipline, punishment and others will be subjects for study and class discussion. Members of the class will be asked to study some child for a period of time. Same as Psychology 331.

First semester.—Two hours credit.



administrative officers of the school.  
 Second semester.—Three hours credit.  
 Given on sufficient demand.

**421 or 422—SUPERVISED STUDENT TEACHING  
 AND OBSERVATION**

**3 hours**

Under the direction of the critic teacher each student assumes for one semester a portion of the responsibility for the instruction, discipline and grading of one class in the high school of Upland, Matthews, Hartford City or in other high schools as there is need. The divisions of Education 421 or 422 are open to Seniors who have made a grade of C in Education. These students should have an average grade of C in the subject in which student teaching is to be done, and also in all Education courses taken prior to supervised student teaching. All such students should have credit for approximately 20 hours in the subject to be taught and be recommended by the department in charge of the subject. (These courses may be lengthened to meet 5 or 6 hour requirement of some states.)

First and second semesters.—Three hours credit each.

Three semester hours of credit may count on an A. B. degree.

## **ENGLISH**

(Division of English and Speech)

**Professor Bentley, Assistant Professor Crocker**

Major in English: At least thirty semester hours. A major must include courses 101, 102, 211, 212. A minor consists of twenty-two semester hours and includes course 101, 102. The remaining courses should be selected so as to distribute the study as much as possible in the various periods of literature. Students majoring in English should take advance courses in at least one foreign language. It is recommended that English majors take English History, some work in philosophy, and in related fields of language and literature. Speech 221, 222 may apply on an English major.

**\*101, 102—FRESHMAN COMPOSITION**

**3 hours**

The technique of writing. Weekly themes. Papers based on observation and on suggested collateral readings. Required of Freshmen. This course is a prerequisite to all other courses in the department of English.

First and second semesters.—Three hours credit each.

**101a—GRAMMAR**

Required of all Freshmen who are found deficient upon taking the entrance test in Grammar. An examination will be given at the end of the semester, and all who pass will not be required to continue in the course.

First semester.—Two hours with no credit.

**301—ADVANCED COMPOSITION**

**3 hours**

For students who have acquired some facility in writing and

\*Significance of numbers, see page 49.

who need some practice in the technicalities of writing and the organization of ideas.

First semester.—Three hours credit.

**321-322—ENGLISH LANGUAGE 3 hours**

A historical and philosophical study of the development of the English language in derivation, phonetics, grammar, and idiom.

First and second semesters.—Three hours credit each.

Omitted in 1939-40.

**Literature**

**211, 212—SURVEY OF ENGLISH LITERATURE 3 hours**

A study of English literature and of literary history from Beowulf to the present. This course serves as an introduction to the advanced courses in English literature.

First and second semesters.—Three hours credit each.

**221, 222—SURVEY OF AMERICAN LITERATURE 3 hours**

A study of American literature and of literary history from its beginning to the present.

First and second semesters.—Three hours credit each.

**252—CHILDREN'S LITERATURE 3 hours**

This course offers opportunity for students to read and become acquainted with stories, poems, and factual material which is suitable for children. Standards for the choice of reading material will be presented.

Second semester.—Three hours credit.

**311—CLASSIC BACKGROUNDS OF ENGLISH**

**LITERATURE**

**2 hours**

A study of some Greek and Roman classics in translation.

First semester.—Two hours credit.

**312—MEDIAEVAL BACKGROUND OF ENGLISH**

**LITERATURE**

**2 hours**

A study of some Mediaeval classics in translation.

Second semester.—Two hours credit.

**331—MODERN DRAMA**

**3 hours**

A study of the trend of modern drama from Ibsen to the present.

First semester.—Three hours credit.

**332—LITERARY CRITICISM**

**3 hours**

A study of the principles of criticism from Aristotle to the present.

Second semester.—Three hours credit.

**342—MODERN AMERICAN AND BRITISH POETRY 3 hours**

A study of the technique and an interpretation of recent poetry.

Second semester.—Three hours credit.

Omitted in 1939-40.

**351—POETICS**

**2 hours**

A study of the mechanics of poetry, with some writing of verse.

First semester.—Two hours credit.

Omitted in 1939-40.



- 352—THE SHORT STORY 2 hours  
 A study of the origin and development of the form, with reading and some writing of typical stories.  
 Second semester.—Two hours credit.
- 401—MILTON 3 hours  
 A study of Milton's poetry, with special attention to *Paradise Lost*.  
 First semester.—Three hours credit.
- 411—THE ENGLISH NOVEL 3 hours  
 A study of the origin and development of the form, with reading of types.  
 First semester.—Three hours credit.  
 Omitted in 1939-40.
- 412—THE ROMANTIC POETS 3 hours  
 A study of early nineteenth century poets, with special attention to Wordsworth, Coleridge, Byron, Shelley, Keats.  
 Second semester.—Three hours credit.
- 421—THE VICTORIAN POETS 3 hours  
 The study of the poetry of the Victorian age, with special attention to Tennyson and Browning.  
 First semester.—Three hours credit.  
 Omitted in 1939-40.
- 422—THE ENGLISH ESSAY 3 hours  
 A study of the English Essay from Bacon to the present.  
 Second semester.—Three hours credit.
- 431—THE DEVELOPMENT OF THE ENGLISH DRAMA 3 hours  
 A study of the English drama from its origin to Shakespeare.  
 First semester.—Three hours credit.  
 Omitted in 1939-40.
- 432—SHAKESPEARE 3 hours  
 A study of some of the representative dramas of Shakespeare.  
 Second semester.—Three hours credit.
- 442—CORRELATION AND HONORS COURSE 2 hours  
 A study designed to correlate English courses previously taken, and to lead to research and to comprehensive examination. Required of English majors seeking honors.  
 Second semester.—Two hours credit.

## FRENCH

(Division of Foreign Language)

Professor Musgrave

Students expecting to do graduate work in any university are advised to gain a reading knowledge of French and German. At least two years' study of each is needed. For those specializing in science, French and German are advisable electives. A major requires 24 hours and a minor, 16. The first year of a

modern language does not count on a major. It does count 4 hours on a minor. A course of European History and some knowledge of another language are suggested for those majoring in a modern language.

**\*101-102—ELEMENTARY FRENCH** 4 hours

Drill in grammar and pronunciation, with written exercises, dictation, and conversation in French.

First and second semesters.—Four hours credit each.

**201-202—INTERMEDIATE FRENCH** 3 hours

Review of French grammar. Composition in French, oral reading and interpretation of modern texts with conversation based on the texts read. Prerequisite, French 101-102 or two years of high school French.

First and second semesters.—Three hours credit each.

**301, 302—SEVENTEENTH CENTURY FRENCH**

**LITERATURE**

3 hours

A study of the classical period with special reference to the plays of Corneille, Moliere, and Racine. Particular attention will be given to the development of literary doctrines and genres. Lectures supplemented by collateral readings and reports.

First and second semesters.—Three hours credit each.

Omitted in 1939-40.

**311, 312—NINETEENTH CENTURY FRENCH**

**LITERATURE**

3 hours

The reading and critical study of representative authors of the nineteenth century. Collateral readings and reports.

First and second semesters.—Three hours credit each.

Given on demand.

**401-402—SURVEY OF FRENCH LITERARY HISTORY** 3 hours

A study of French Literary History from the Renaissance to contemporary writers. An introduction to the masterpieces of French Literature. Discussions, collateral readings, and reports.

First and second semesters.—Three hours credit each.

Given on demand.

**411-412—COMPOSITION AND CONVERSATION** 3 hours

Drill in the translation of more difficult English into French. Practice in conversation with considerable emphasis upon the principles of phonetics. Prerequisite, French 201-202 or the equivalent.

First and second semesters.—Three hours credit each.

**421, 422—FRENCH CIVILIZATION** 2 hours

A study of French life and institutions. Special attention will be given to the geographical, political, literary, and artistic influences which are the most important in forming an adequate acquaintance with Modern France. Representative works of contemporary authors will be read. Discussions, collateral readings, and reports.

First and second semesters.—Two hours credit each.

Given on demand.

\*Significance of numbers, see page 49.



## GEOGRAPHY

(Division of Social Science)

Professor Barnard

**\*201—PRINCIPLES OF GEOGRAPHY** **2 hours**

A survey of world geography with emphasis upon principles, content, and methods of geography for the upper elementary grades.

First semester.—Two hours credit.

**202—HUMAN GEOGRAPHY** **2 hours**

This course will emphasize the nature and distributions of the relationships between geographical environment and human activities and qualities.

Second semester.—Two hours credit.

## GERMAN

(Division of Foreign Language)

Professor Fenstermacher

Students expecting to do graduate work in any university are advised to gain a reading knowledge of French and German. At least two years' study of each is needed. For those specializing in science, French and German are advisable electives. A major requires 24 hours and a minor, 16. The first year of a modern language does not count on a major. It does count 4 hours on a minor. A course of European History and some knowledge of another language are suggested for those majoring in a modern language.

**\*101-102—BEGINNING GERMAN** **4 hours**

Drill upon connected pronunciation and the rudiments of grammar; conversation and the training of the ear as well as of the eye. German is used in much of the classroom instruction. During the year several hundred pages of easy prose are read.

First and second semesters.—Four hours credit each.

**201-202—INTERMEDIATE GERMAN** **3 hours**

Grammar review. Intensive and extensive reading. Composition. Prerequisite, German 101-102 or two years in high school German.

First and second semesters.—Three hours credit each.

**301—GOETHE** **3 hours**

A brief introduction to the life and works of Goethe. An intensive study of one or more of his works. Prerequisite, German 201-202.

First semester.—Three hours credit.

Omitted in 1939-40.

**302—SCHILLER** **3 hours**

A brief introduction to the life and works of Schiller. An intensive study of one or more of his works.

Second semester.—Three hours credit.

Omitted in 1939-40.

\*Significance of numbers, see page 49.





**MAYTAG GYMNASIUM**



**321—GERMAN ROMANTICISM****3 hours**

A survey of German Romanticism with an intensive study of several of its chief works. Prerequisite, German 201-202. First semester.—Three hours credit.

**322—LATE NINETEENTH CENTURY GERMAN****LITERATURE****3 hours**

A study of the rise and character of the naturalistic school with an intensive study of one or more of its chief works. Prerequisite, German 201-202.

Second semester.—Three hours credit.

**331, 332—SCIENTIFIC GERMAN****2 hours**

Reading of material relating to various sciences. Open only to students in combined courses or majoring in science. Does not count toward major or minor. Prerequisite, German 201-202.

First and second semesters.—Two hours credit each.

Given on sufficient demand.

## **GREEK**

(Division of Foreign Language)

Assistant Professor Pugsley, Professor Huffman

A major of 24 semester hours and a minor of 16 semester hours are offered in Classical Greek, which may include Course 101-102 at the value of 5 semester hours.

In order to meet the requirements for graduation described in Division IV on page 37, students desiring Greek will observe the following provision:

In case two years only are required the following alternatives are available:

(a) Two years of classical Greek.

(b) One year of classical Greek followed by two years of study in New Testament Greek.

Students who expect to teach Latin will find an acquaintance with Greek a great advantage, especially when planning for graduate courses.

Students majoring in Greek, especially those planning to do graduate work, will find it advisable to have a minor in Latin.

**\*101-102—ELEMENTARY GREEK****5 hours**

Beginner's course. The acquisition of a vocabulary, mastery of the forms and fundamental principles of Greek grammar, and practice in reading easy Greek prose will be emphasized. Latin 101-102 or its equivalent are recommended as a prerequisite.

First and second semesters.—Five hours credit each.

**201-202—ATTIC PROSE AND EPIC POETRY****3 hours**

Xenophon's Anabasis and prose composition. Selections from the works of Plato, Herodotus, Lysias, Lucian, and Homer. Prerequisite, Greek 101-102.

First and second semesters. Three hours credit each.

**301-302—PHILOSOPHY AND DRAMA****3 hours**

Plato's Apology and selected dialogues. Selected plays of

\*Significance of numbers, see page 49.

Aeschylus, Sophocles, and Euripides. A survey of the Greek theatre and its drama in the second semester. Prerequisite, Greek 201-202 or 321-322.

First and second semesters.—Three hours credit each.  
Given on demand.

311-312—GREEK AND ROMAN CIVILIZATION 2 hours  
See Latin 301-302, page 70.

321-322—NEW TESTAMENT GREEK 3 hours  
(JOHANNEAN WRITINGS)

Readings from the Gospel of John, the Johannean epistles, and the Apocalypse, supplemented by the reading of short representative passages of Attic prose in the works of Lucian, Aesop, and Xenophon. Review of forms and grammatical construction, and prose composition. Intended primarily to prepare students for advanced reading in the New Testament, and at the same time to acquaint him with typical Attic prose. Prerequisite, Greek 101-102.

First and second semesters.—Three hours credit each.

411-412—HARMONY OF GOSPELS 3 hours  
GENERAL EPISTLES (GREEK)

The harmony of the Gospels will be studied in the Greek with special attention given to the synoptics. While the student will be expected to read the Gospel narratives in all the synoptical accounts, special attention is given to the Gospel by Mark. A Greek Harmony is used. The general epistles (exclusive of the Johannean) will also be studied on the basis of the Greek text.

First and second semesters.—Three hours credit each.

421, 422—PAULINE EPISTLES, HEBREWS (GREEK) 3 hours

The exegetical work of this course will be practically confined to the Pauline epistles. Several of the shorter epistles are read and studied in their entirety, and portions of the longer epistles are read. Special attention is given to the doctrinal teachings of the Pauline writings. Sufficient time is devoted to The Hebrews to give students an appreciation of its wonderful contribution to the New Testament teaching.

First and second semesters.—Three hours credit each.  
Omitted in 1939-40.

EDUCATION 321 or 322—METHODS OF TEACHING  
FOREIGN LANGUAGES 2 hours

A course especially designed to meet the needs of prospective teachers; a study based upon the work usually covered in the secondary schools; analysis of teaching problems; methods of handling subject matter; a survey of textbook resources and bibliography.

First or second semester.—Two hours credit.

## HISTORY

(Division of Social Science)

Professor Oborn

As a general rule, course 101, 102 is prerequisite to courses on the higher levels. All students expecting to continue in the department who have not taken course 101, 102 during their freshman year should take it during their sophomore year. All stu-



dents deciding to major in history must consult the head of the department concerning their further courses of study.

**\*101, 102—HISTORY OF THE UNITED STATES 3 hours**

A progressive study of the social, political, and cultural development of the people of the United States from the period of the colonization to the present time. The first semester will carry the narrative as far as the Presidential campaign of 1860. The second semester will begin at that point and complete the story to the present day.

First and second semesters—Three hours credit each.

**201, 202—EUROPE IN THE MIDDLE AGES 3 hours**

This course begins with a background survey of the Roman world and the German invasions and deals progressively with the papacy, feudalism, monasticism, the beginnings of modern nations, medieval culture, the crusades, the development of commerce, and the revival of learning.

First and second semesters.—Three hours credit each.

**321—GREEK HISTORY 3 hours**

A study of the history of the people of Greece, including the Aegean civilization, the classic period, and the Hellenistic kingdoms. Special attention is given to the political, economic, and cultural life of Athens.

First semester.—Three hours credit.

**322—ROMAN HISTORY 3 hours**

A study of the Roman people from their beginnings in Italy to the death of Justinian, with particular attention to their political, economic, social, and cultural institutions and their influence on modern civilization.

Second semester.—Three hours credit.

**331-332—MODERN AND CONTEMPORARY EUROPEAN HISTORY 3 hours**

A study of the political, social and cultural history of modern Europe which begins with a brief consideration of the fundamental transformations that ushered in the modern age and traces the development of the modern states with a view to understanding the problems of the present era. Special emphasis will be given to the backgrounds of the World War and to the contemporary situation.

First and second semesters.—Three hours credit each.

Omitted in 1939-40.

**341-342—HISTORY OF ENGLAND 2 hours**

A study of the entire course of English history from the earliest times to the present era. Special emphasis will be given to the social and political aspects of English development.

First and second semesters.—Two hours credit each.

**421-422—HISTORY OF AMERICAN FOREIGN RELATIONS 2 hours**

A survey of the diplomatic relations of the United States from the beginning of our national history to the present time, which

\*Significance of numbers, see page 49.

aims to acquaint the student with our foreign policies and diplomatic procedure.

First and second semesters.—Two hours credit each.

Omitted in 1939-40.

**431—HISTORY OF THE AMERICAN FRONTIER** **3 hours**

A study of the progressive development and westward expansion of the American frontier from the colonial period to its final disappearance. Special emphasis will be given to the social and economic factors that moulded the frontier, and to the varied influence of the frontier upon the development of American civilization.

First semester.—Three hours credit.

**432—AMERICAN ECONOMIC DEVELOPMENT** **3 hours**

A study of the history of the economic development of the people of the United States which begins with a survey of the colonial period and treats the agricultural and industrial progress, the rise of capitalism, and the present economic situation.

Second semester.—Three hours credit.

## **HOME ECONOMICS**

(Division of Science)

**Assistant Professor Dare**

The courses offered in this field are planned so they are technical enough to meet the need of the student who wants to use it in the teaching field later on, yet the constant emphasis is to make the work practical so the young woman may really be fitted for her task as a home-maker.

**\*101-102—CLOTHING** **2 hours**

A study of the basic principles in clothing selection with emphasis upon the analysis of the individual's clothing problems. Laboratory work includes the fundamentals of clothing construction, the use and alteration of commercial patterns. Four hours laboratory each week.

First and second semesters.—Two hours credit each.

**111-112—FOODS AND NUTRITION** **3 hours**

The composition and nutritive value of foods and the study of diet with special consideration of the energy requirement, protein, mineral and vitamin needs of the individual. A study of foods from the standpoint of costs, selection, preparation, meal planning and table service. Recitation and laboratory.

First and second semesters.—Three hours credit each.

**201—TEXTILES** **2 hours**

A study of the growth and development of the textile machinery and industries and factors essential to the intelligent selection, use, laundry and care of textile materials.

First semester.—Two hours credit.

Omitted in 1939-40.

\*Significance of numbers, see page 49.



**202—COSTUME DESIGN****2 hours**

This course includes a discussion of the fundamental principles of design, their application to the selection and adaptation of clothing, and the influence of the principles of garment construction on clothing design.

Second semester.—Two hours credit.

Omitted in 1939-40.

**301-302—DIETETICS****2 hours**

This course deals with the varying requirements of the individual in health and disease from infancy to old age and the making of typical dietaries for the different periods. Special attention is given to the problem of satisfying the varying requirements of a family. Recitation and laboratory. Prerequisite, Home Economics 111-112, Chemistry 201-202.

First and second semesters.—Two hours credit each.

Omitted in 1939-40.

**311—THE HOUSE****2 hours**

This course deals with the studying of house plans, the problems of plumbing, heating, lighting and ventilating, the study of household furnishings and equipment and the care of the household.

First semester.—Two hours credit.

**312—THE FAMILY****2 hours**

A study of the family as a social group with emphasis on woman in her various relations such as: a citizen, a member of society and in the home.

Second semester.—Two hours credit.

**322—ADVANCED CLOTHING****2 hours**

This course includes advanced problems in dressmaking with emphasis on adaptation of pattern to the individual and remodeling of garments. It includes the study of the trend of fashion and style in relation to good taste in dress. Prerequisites, Home Economics 101-102.

Second semester.—Two hours credit.

Omitted in 1939-40.

## **LATIN**

**(Division of Foreign Language)**

**Professor Musgrave, Assistant Professor Pugsley**

A major in Latin requires the completion of at least 24 semester hours, and a minor of at least 16 semester hours, not including Course 101-102. The major requires, as collateral, courses in Greek and Roman history.

**\*101-102—ELEMENTARY LATIN****4 hours**

The study of elementary grammar, including the rules of pronunciation, inflection, and syntax. The work of the second semester will consist of the reading of selections from Caesar with special attention to grammatical constructions and historical background.

First and second semesters.—Four hours credit each.

\*Significance of numbers, see page 49.

**111-112—CICERO AND VERGIL****3 hours**

First semester: The study of selected orations of Cicero. Special attention will be given to a general review of the rules of syntax, word order, and political and social background of the text.

Second semester: The reading of selections from the Aenid. Emphasis upon mythology, poetic diction, and prosody. Material not usually read in high school will be read, if students have studied these authors before entering college. Prerequisite, Latin 101-102.

First and second semesters.—Three hours credit each.

**201—ROMAN LYRIC POETRY****3 hours**

Readings from the lyric poets of the classical period. A study of the history of Roman lyric verse with emphasis upon form and content.

First semester.—Three hours credit.

**211-212—THE ROMAN HISTORIANS****3 hours**

The study of selections from Sallust, Livy, and Tacitus. Emphasis upon Roman historiography and Latin prose style.

First and second semesters.—Three hours credit each.

Given on demand.

**301-302—SURVEY OF ROMAN LITERATURE****3 hours**

The reading of selections from classical authors, beginning with Plautus and ending with Suetonius. Literary history and appreciation will be emphasized. Discussions, outside readings, reports. Prerequisite, Latin 111-112.

First and second semesters.—Three hours credit each.

**312—LATIN PROSE COMPOSITION****3 hours**

Thorough review of forms and syntax; practice in the translation of English to Latin; an introduction to the history of the Latin language. Prerequisite, Latin 301-302.

Second semester.—Three hours credit.

**321-322—GREEK AND ROMAN CIVILIZATION****2 hours**

An introduction to the culture and civilization of ancient Greece and Rome. The contribution of Greek and Roman thought, literature, and institutions to the development of Western civilization and the Graeco-Roman influence upon early Christianity will be especially studied. Lectures, collateral readings, and reports. This course is recommended to all students majoring in Greek or Latin and is adapted to the needs of those specializing in subjects requiring a background knowledge of the ancient world. Open to Sophomores and Freshmen whose qualifications have been determined by consultation with the instructor. No knowledge of the classical languages is required.

First and second semesters.—Two hours credit each.

Dr. Pugsley in charge first semester.

Dr. Musgrave in charge second semester.

Omitted in 1939-40.

**401-402—ROMAN PHILOSOPHY AND DRAMA****2 or 3 hours**

First semester: The reading of selections from the De Amicitia, De Senectute, Tusculan Disputations, and the De Rerum Natura. Attention will be given to the development of Roman philosophy.



Second semester: Selected plays of Plautus and Terence will be studied. Special study of the Roman theatre and dramatic technique.

First and second semesters.—Two or three hours credit each.  
Given on demand.

## MATHEMATICS

(Division of Science)

Professor Draper

Students expecting to major in Mathematics and those preparing for scientific work, including engineering, should elect courses 111-112, 121, 122, in the freshman year. Course 211-212 is required for a major.

### \*111-112—COLLEGE ALGEBRA 2 hours

This course begins with a review of the fundamentals adapted to the needs of the class, and includes such topics as functions, graphs, logarithms, permutations, combinations and probability. First and second semesters. Two hours credit each.

### 121—PLANE TRIGONOMETRY 3 hours

A study of the trigonometric functions, their relations to each other and their application to the solution of right and oblique triangles, with equations, identities, and logarithms. First semester.—Three hours credit.

### 122—ANALYTIC GEOMETRY 3 hours

A study of the straight line and the conic sections by the use of the algebraic equation; higher plane curves and related topics. Prerequisites, Mathematics 111, 121. Second semester.—Three hours credit.

### 151—GENERAL MATHEMATICS 3 hours

A content course—emphasizes the fundamentals of Arithmetic. First semester.—Three hours credit.

### 211-212—DIFFERENTIAL AND INTEGRAL CALCULUS 4 hours

Derivatives, maxima and minima, partial and total differentials, single and double integration applied to the findings of areas, length of curves, and volumes. Prerequisites, Mathematics 111-112, 121, 122.

First and second semesters.—Four hours credit each.

### 221—SURVEYING 2 hours

Theory and practice in elementary surveying. Field work in land surveying, profile and topographical leveling. Triangulation in both horizontal and vertical planes. Prerequisite, Mathematics 121.

First semester.—Two hours credit.

Omitted in 1939-40.

### 222—SPHERIC TRIGONOMETRY 2 hours

Solution of spherical triangles, with applications to the celestial sphere. Of especial value to those interested in Astronomy.

\*Significance of numbers, see page 49.

Prerequisite, Mathematics 121.

Second semester.—Two hours credit.

Omitted in 1939-40.

**301-302—ASTRONOMY**

**2 hours**

A general course given for its cultural value. It includes a study of the solar system, the stars, and the use of star maps and of the telescope. Does not count toward a major.

First and second semesters.—Two hours credit each.

Omitted in 1939-40.

**311—COLLEGE GEOMETRY**

**3 hours**

Advanced Geometry based on the Plane Geometry of the high school. It deals with the more recent developments in the field of Euclidean Geometry, and is of especial value to the prospective teacher. Prerequisite, Mathematics 122.

First semester.—Three hours credit.

**312—MATHEMATICAL THEORY OF INVESTMENT**

**3 hours**

Compound and simple interest, annuities, depreciation, bonds, sinking funds, insurance and other problems of the business world. Prerequisite, Mathematics 122.

Second semester.—Three hours credit.

**321—ADVANCED ANALYTIC GEOMETRY**

**3 hours**

A study of the coordinate geometry of lines, planes, curves, and surfaces in three-dimensional space. Prerequisite, Mathematics 211-212.

First semester.—Three hours credit.

**331—THEORY OF EQUATIONS**

**2 hours**

Complex numbers, determinants, solution of cubic and biquadratic equations, relations between roots and coefficients of an equation and related topics. Prerequisite, Mathematics 211-212.

First semester.—Two hours credit.

Omitted in 1939-40.

**401, 402—ADVANCED COLLEGE ALGEBRA**

**2 hours**

A more thorough study of series, determinants, partial fractions, permutations, combinations, probability, and other topics selected according to the class. Prerequisite, Mathematics 211-212.

First and second semesters.—Two hours credit each.

Omitted in 1939-40.

**422—PROJECTIVE GEOMETRY**

**3 hours**

Projection and section applied to geometric figures, the principle of duality, cross ratio, and various theorems, such as the Pascal and Brianchon, are studied. Prerequisite, Mathematics 211-212.

Second semester.—Three hours credit.

**431-432—DIFFERENTIAL EQUATIONS**

**2 hours**

An introductory course in ordinary differential equations, with applications. Prerequisite, Mathematics 211-212.

First and second semesters.—Two hours credit each.

Omitted in 1939-40.



**MUSIC****(Division of Fine Arts)****Professor Bothwell, Assistant Professor Kreiner****COURSES OF STUDY LEADING TO THE  
BACHELOR OF MUSIC DEGREE****PIANO**

Instruction in piano playing involves a special adaptation to the needs of each individual pupil. While technical foundation is insisted upon, musical feeling is cultivated from the outset. The courses indicated below are not arbitrary, but indicate the amount and character of the work that the student is expected to cover for his Music degree. Credit will be given for equivalent work pursued elsewhere prior to entering the college.

In adopting the plan outlined in the following courses Taylor University Department of Music attempts to give definite classification in a music course as early as possible, but with the distinct understanding that the credits indicated in the Junior and Senior years can be given to those only who have fulfilled so well all the requirements that they have received junior classification by special vote of the faculty of the Department of Music. This classification received, the student's courses are credited as earned in the usual way. If for any reason a student fails to receive junior classification in his third year, his credit in Theory and other classes will be counted, but no further credit for practical music will be given until this classification is attained. On the other hand, a student who is so advanced in music as to receive junior classification the second year, thereby receives advanced credit and may be able to finish the course in three years.

Applicants for admission to the course in Piano which leads to the Bachelor's degree in Music will be expected to play music in the following grade, or its equivalent: easier sonatas by Haydn and Mozart; Czerny, op. 299, Books I and II; Heller, op. 47; easier Songs Without Words by Mendelssohn, and major and minor scales.

**First Year**

Technic: Czerny, op. 299; Bach, Two and Three Part Inventions; Haydn, Mozart or easier Beethoven Sonatas; romantic and modern pieces.

**Second Year**

Technic: Czerny, op. 740; Bach, Three Part Inventions and numbers from Suites; Beethoven Sonatas of medium grade; romantic and modern pieces.

**Third Year**

Technic: Cramer studies; Bach, Well-tempered Clavichord; Beethoven Sonatas; romantic and modern pieces. Junior recital.

**Fourth Year**

Technic: Clementi studies, Chopin etudes; one concerto; romantic and modern pieces. Senior recital.

### ORGAN

The three manual Tellers-Kent Organ provides an excellent means for the study of the organ. This course of instruction in the Department of Music is planned to develop a finished technique, and to give an adequate knowledge of organ literature, so that the student will know what to use and how to use it in playing and teaching. The church service and its requirements are always kept strongly in view. No student will be allowed to take up the study of the organ with a view toward graduation with it as major study, unless he can play piano selections of at least the fourth grade. Students making the organ a major study are required to take piano as a second study.

#### First Year

Preparatory work in Stainer or Clemens; Bach, Chorale Preludes and Little Preludes and Fugues; Easy Pieces. Hymn playing.

#### Second Year

Scale studies: Trios for Manuals and Pedals; Bach, Chorale Preludes, Bach, Fugues; Mendelssohn, Second Sonata; Pieces. Hymn playing.

#### Third Year

Bach, Chorale Preludes; Bach, Fugues; Mendelssohn, Third Sonata; Franck, Piece Heroique; Pieces. Junior recital.

#### Fourth Year

Bach, Chorale Preludes; Bach, Fugues; Vierne, Symphony; Widor, Symphony; Pieces. Senior recital.

### VOICE

Tone cultivation of the voice in singing consists in the correct development of pure tone quality, ease, natural poise, enunciation, legato and sustained singing. This is accomplished by learning correct tonal placement and breath control.

Song literature of the classic and modern schools is studied to develop a deeper appreciation of good music.

Upon graduation a student must have a repertoire of arias from the standard oratorios and operas, as well as English, French, German and Italian songs.

All vocal students are required to sing in the Choral Society.

### COURSES IN VOICE TRAINING

#### First Year

Diaphragmatic breathing, exercises for breath control and tone placement from Vaccai, Sieber and Randegger, Concone op. 9—Easy songs.

#### Second Year

Continued work in vocal technique, studies from Concone, Panofka, Marchesi. More difficult sacred and secular songs.

#### Third Year

Exercises in rapid scales, trills and arpeggios. Studies from various masters. Recitative and arias from the easier oratorios and German and English songs.



**Fourth Year**

Advanced vocal technique and studies, difficult songs. Study of Coloratura, Oratorio and Operatic arias in Italian, German and English.

**VIOLIN**

Special emphasis is laid at all times on such essential subjects as correct position of the body and the manner of holding the violin. Great care is taken in the development of the bow arm, in order to attain the freedom and ease in its use which modern violin composition requires. Quality of work is of greater consideration than quantity. Throughout the course careful attention is given to the development of a broad pure tone, careful intonation, and a mental understanding of what is being studied. Great emphasis is placed on habits and methods of practice.

While the studies given are always suited to the need of the individual pupil, the following outline is suggestive of the work done.

**First Year**

Schradieck's Technics, Part I, Kayser op. 20, Books I, II, III. Major scales in two octaves. Solos with piano accompaniment by Dancla, Sitt, Bohm, etc.

**Second Year**

Schradieck's Technics, Kreutzer and Dont etudes, Sevcik trill and bowing studies. Major scales through two octaves, including the first five positions. Simple major arpeggios. Solos with piano accompaniment by Ries, Raff, Godard, Thome, etc.

**Third Year**

Etudes by Kreutzer, Sevcik bowing, Schradieck's scale and double stop studies. Three octave arpeggios through all keys. Solos and concertos by Viotti, de Beriot, Hauser, Handel, Wieniawski, etc.

**Fourth Year**

Etudes and studies by Rode, Fiorillo, Sauret, etc. Sonatas by Handel, Bach, Grieg. Solos and concertos by Wieniawski, Mendelssohn, Bruch, Spohr, etc.

## Courses of Instruction

Courses 111, 112; 121, 122; 201, 202; 222; 301 and 302 are accepted for credit in the College of Arts and Sciences, up to the limit of hourage.

**\*100—NORMAL TRAINING IN PIANO****2 hours**

Preparation for teaching Piano.

First semester.—Two hours credit.

**101, 102—ELEMENTARY MUSIC TRAINING**

A course especially designed for ministerial students and Christian workers, and for those whose early musical education may have been neglected. This course covers work in elementary

\*Significance of numbers, see page 49.

ear training, sight singing, notation and terminology.

First and second semesters.—Two hours—no credit.

**111, 112—HISTORY AND APPRECIATION OF MUSIC** 2 hours

This course may be described as music appreciation with a historic basis; the aim of the course not being to give a series of facts in Music History, but to enable the student to understand and enjoy the work of all periods of musical development. Abundant illustrations are given of every school and phase of musical development, by the teacher and with aid of the victrola. Required for graduation in Music and for a Teacher's Certificate in Public School Music.

First and second semesters.—Two hours credit each.

**121, 122—FIRST YEAR HARMONY** 2 hours

Music notation, keys, scales, intervals, chord connection, part writing, chords of the seventh, modulation, original work. Required for graduation in Music.

First and second semesters.—Two hours credit each.

**131, 132—EAR TRAINING AND SIGHT SINGING** 5 hours

Required for graduation in Music.

First and second semesters.—Two hours credit each.

**201—ADVANCED HARMONY** 2 hours

Transposition, chromatically altered chords, enharmonic changes, suspension, retardation, anticipation, embellishment, pedal point, original composition in all musical forms. Required for graduation in Music.

First semester.—Two hours credit.

**202—HARMONIC ANALYSIS** 2 hours

The analysis of illustrative passages of harmony from all schools of composition. Required for graduation in Music.

Second semester.—Two hours credit.

**222—FORM** 2 hours

Elements of music form from the motive and primary form through the development of the composite forms, with analysis of important types, both classic and modern. Required for graduation in Music.

Second semester.—Two hours credit.

**301—SIMPLE COUNTERPOINT** 2 hours

Two, three and four-part writing in the various species. Required for graduation in Music.

First semester.—Two hours credit.

**302—COUNTERPOINT** 2 hours

Advanced studies in four-part double counterpoint, five to eight-part writing.

Second semester.—Two hours credit.

**311, 312—KEYBOARD HARMONY** 2 hours

Practical application at piano of work done in Music 121, 122, 201. Required for graduation in Music with a piano, organ or voice major.

First and second semesters.—Two hours credit each.

**321, 322—ENSEMBLE PLAYING** 2 hours

This course is divided into two parts. Three hours are given to playing in string ensembles, such as violin trios and quartets,



string quartets, etc. The three remaining hours are given to playing principal sonatas for violin and piano, or in rehearsing with various orchestral combinations. Required for graduation in Music with violin major.

First and second semesters.—Two hours credit each.

**331-332—SCHOOL MUSIC METHODS** 2 hours

Materials and methods for primary and intermediate grades. Presentation of the rote song, treatment of monotones, problems of rhythm and of notation; development of music reading. Care of the child voice and of the changing voice; music appreciation. First and second semesters.—Two hours credit each.

**342—PROFESSIONAL METHODS** 2 hours

Testing and classification of voices, disciplinary problems, school assemblies, contest judging, tests, and measurements. Professional relationship.

Second semester.—Two hours credit.

**351-352—MUSIC IN THE HISTORY OF THE CHURCH** 2 hours

This course is offered to students who are preparing for active Christian work. It comprises the study of hymns and tunes of the various epochs in the history of the Christian Church. Opportunity is given for the discussion of the problems to be met in the music of the present day church. Required of students majoring in Organ.

First and second semesters.—Two hours credit each.

**401—CONDUCTING** 2 hours

Technic of the baton, vocal and instrumental score reading, methods and materials for choir, chorus and orchestra. Required for graduation in Music and for a major in Public School Music. First semester.—Two hours credit.

**402—ORCHESTRATION** 2 hours

Study of orchestral instruments with a view to practical and effective writing. Arranging of compositions for strings and for full orchestra. Required for graduation in Bachelor of Music courses and for a major in Public School Music.

Second semester.—Two hours credit.

### TRAINING COURSE FOR EVANGELISTIC SINGERS

Taylor University offers to those who are preparing for leadership in Evangelistic Singing a practical training course which includes Sight Singing and Ear Training, Harmony, Music in the History of the Church, Conducting, Bible, Voice.

The course carries two years of work. All students who undertake this course must maintain a high standard of musicianship.

### MUSICAL ORGANIZATIONS

#### Orchestra

The college Orchestra affords an opportunity for those in the school who play orchestral instruments to obtain experience in ensemble playing. This organization gives a concert in the fall of each year and is one of the features of the Commencement season. Those wishing to apply for entrance into the Orchestra

should make their desire known to the leader during the first week of the first semester.

### **Quartets**

A unique feature of Taylor University is the interest which is shown in quartet singing by both men and women. Quartets are supervised by the Voice teacher so that excellent training in the smaller forms of ensemble singing is to be had in this way.

### **Choral Society**

The Choral Society is an organization of nearly one hundred college students who are selected by voice tryouts at the beginning of the school year. Rehearsals are held weekly. Several Oratorios and choral programs are given each year under the direction of the Voice teacher.

### **Student Recitals**

One of the most important incidental advantages of the department of Music is the weekly student recital. Through these informal programs, students are enabled to become familiar with a larger number of musical compositions which they would not have time to study individually. The recitals also serve to develop in the students self-control and ease in public performance. Attendance is required of all students taking any form of music work.

It is a distinct understanding that any student who registers for any kind of music work, will take part in recitals when asked to do so by the teacher. All Music students who are working for degrees must play in recitals once in the freshman year, and once each semester in the three following years.

### **REGULATIONS**

Students are expected to consult the Director before arranging to take part in any public program.

The rental of pianos and assignment of practice periods are exclusively in the hands of the Director of the Department. All students in piano or private work in voice, except those who have pianos in their own homes, are expected to take at least one practice period a day at the Music Hall. Students may not use the pianos beyond the specified time for which payment is made (except by special permission) and no use of the pianos is allowed on Sunday.

Students who expect credit in any field of applied music must have all lessons which are required for graduation from the head of the department of that particular field or fields.

### **PHILOSOPHY**

**(Division of Bible, Religion, and Philosophy)**  
**Associate Professor Ayres**

Students majoring in this department must take Psychology 201-202 as a prerequisite, and must include in the major courses 301-302, 321, 322. The department offers more than the twenty-four hours required for a major, but as some of the courses are offered



in alternate years, the student should carefully plan the work under the guidance of his major professor. Students wishing to take a minor in Philosophy must include either Courses 301-302, or 321, 322. For the student who wishes to elect courses for general culture, or as a basis for the interpretation of literature or history, these courses are strongly advised.

**\*301-302—LOGIC**

2 hours

Both deductive and inductive logic are included in these courses. In the first part of the year the different kinds of terms, propositions, and syllogisms are studied, with the laws of validity. Exercises give the student practice in detecting fallacies, both formal and material. In the second semester most of the time is given to scientific method, including Mill's Canons, statistics, averages, correlations, etc. Prerequisite, Psychology 201-202; or may be taken at the same time by sophomores who expect to take their major in Philosophy.

First and second semesters.—Two hours credit each.

**311—INTRODUCTION TO PHILOSOPHY**

3 hours

This course introduces the student to the meaning and methods of philosophy in contrast with those used in the various limited fields of science. It is intended to lead the student to see experience as a whole. The various problems which have divided philosophers, giving various interpretations and trends are considered. The purpose is to acquaint the student with the field of philosophy, to lead him into the ability to interpret philosophical language, and to do critical thinking, rather than to inculcate any particular world view. This course alternates with 321. Prerequisite, Psychology 201-202, with Philosophy 301-302 strongly advised, or to be taken at the same time.

First semester.—Three hours credit.

Omitted in 1939-40.

**312—TYPES OF PHILOSOPHY**

3 hours

This course considers the various types of philosophy which have historically developed from the various problems of philosophy, and their attempted solutions. It especially takes notice of the implications of any special solution as related to other problems. This course alternates with 322. Prerequisite, the same as in 311.

Second semester.—Three hours credit.

Omitted in 1939-40.

**321—HISTORY OF ANCIENT AND MEDIEVAL  
PHILOSOPHY**

3 hours

This course begins with the early Greek philosophy, about 600 B. C., and covers the great philosophers, schools of thought and lines of development, through the period of scholasticism, to 1453. The thought movements are considered in relation to the general historic background, and there is an attempt to trace the continuity of certain dominating principles. Such biographical elements as add interest are used. This course, with 322, furnishes not only the necessary groundwork for all more highly specialized courses, but an excellent preparation for an intelligent interpretation of literature, theology, and religion. This course alternates

\*Significance of numbers, see page 49.

with 311. It makes very little difference which of these courses is taken first. Prerequisite, the same as in 311.

First semester.—Three hours credit.

### 322—HISTORY OF MODERN PHILOSOPHY 3 hours

The transition to the modern period is included with the strictly modern period. The fundamental concepts and organizing principles of the great philosophers of this period are studied, with brief biographies of the most important. Selected readings from the works of many supplement the expositions and interpretations given by text writers and teachers. Some of these great philosophers are Bacon, Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, Kant, Fichte, Schelling, Hegel, Schopenhauer, Comte, Mill, Spencer, Lotze. This course, with 321, furnishes an almost indispensable background for the interpretation of the history, literature and conceptual life of the world. It alternates with 312. Prerequisite, same as in 311, and, in addition, course 321. Second semester.—Three hours credit.

### 331, 332—ETHICS 2 hours

The year's study of the moral ideal, or the way of the good life, will fall into two main divisions according to the factors emphasized. In the first semester the search for the **summum bonum**, or highest good, will be studied historically, beginning with Socrates, and coming through Plato, Aristotle, the Stoics, the Epicureans, Hobbes, Hume, the great English moralists, Utilitarianism, Kant's formalism, evolutionary ethics of Spencer.

In the second semester, there will be an earnest attempt to find the Christian ideal or way of life; to relate moral values to religion; and to consider the relation of moral values to other eternal values. Practical problems for discussion. These courses alternate with 411, 412. Prerequisite, 311, 312 or 321, 322; or this course may parallel either of these prerequisites.

First and second semesters.—Two hours credit each.  
Omitted in 1939-40.

### 342—ESTHETICS 2 hours

A brief consideration of the philosophy of esthetic values and the psychology of the esthetic experience. The principles will be illustrated in the various fields of fine arts. This is an excellent cultural course for the general student. It will furnish principles for the criticism of art and will greatly aid in artistic appreciation. Prerequisite, Psychology 201-202. Second semester.—Two hours credit.

### 401—PSYCHOLOGY OF RELIGION 3 hours

The nature, origin, and development of the religious consciousness. A study is made of the various forms of religious psychic phenomena. An attempt is made to correlate the subjective and objective factors in religious experience. Symbolism, ritual, and ceremonial are considered in relation to religious and spiritual values. Mysticism in its various forms is studied with an attempt to find its essential elements. The Christian religious experience in childhood, adolescence, and adulthood receives special attention. Prerequisite, Psychology 201-202.

First semester.—Three hours credit.





HELENA MEMORIAL MUSIC HALL  
SHREINER AUDITORIUM



**402—PHILOSOPHY OF RELIGION****3 hours**

This course deals with the most fundamental conceptions of the great historic religions, their truth and value. Most attention is given to the Christian religion. Prerequisites, Philosophy 401 and at least two other courses in philosophy (two courses meaning two course-numbers). The courses to be preferred to meet this requirement are 311, 312 or 321, 322. This course may parallel these prerequisites.

Second semester.—Three hours credit.

**411—CONTEMPORARY PHILOSOPHY****2 hours**

The systems of recent and living philosophers, both European and American. This course alternates with 331. Prerequisite, 311, 312 or 321, 322, preferably 321, 322.

First semester.—Two hours credit.

**412—PERSONALISM****2 hours**

This course will deal with this special school of idealistic and theistic philosophy. It alternates with 332. Prerequisite, the same as for 411.

Second semester.—Two hours credit.

## PHYSICAL EDUCATION

(Division of Education, Psychology,  
and Physical Education)

Director J. E. England, Assistant Mrs. Reeves

The aim of this Department is to contribute to the education of the individual so that he may develop into a well-balanced physical, mental, moral, and social being.

An organized program of intramural athletics is carried on throughout the year. As a rule the teams are chosen by drawing names from the hat. Class teams are also organized. Opportunity is given for all to take part. The purpose is that a number of games may be learned and it is expected that the student attain a reasonable degree of skill in one or more. In season the following sports are encouraged: tennis, basketball, softball, track and baseball. And the following recreational sports: touch football, volleyball, table tennis, aerial darts, shuffleboard, horse-shoes, archery and badminton.

The college promotes a limited program of intercollegiate athletics as a factor in the activities of a modern college. It fosters high standards of scholarship and sportsmanship for all those that participate. Intercollegiate contests are held in basketball, baseball, track, tennis, cross-country and golf.

A physical examination is required of all new students and of all those who take part in athletics. There is no extra charge for this examination. An examination card filled out and signed by the home physician making a satisfactory report as to eyes, ears,



nose, throat, heart, lungs, general health, etc., will be accepted in lieu of this examination. If it is believed that the student's health will not permit his participation in this work a signed statement to that effect from a physician must be filed in the Dean's office in order to be excused. In such case other prescribed work must be taken.

A white gym shirt, trunks, sweat shirt, and a pair of basketball shoes are regulation equipment for men. The regular department shirt should be bought if at all possible. It can be secured only upon the campus.

A blue, one-piece suit of Indian Head material and a pair of basketball shoes are regulation equipment for women. Any part or all of your equipment may be obtained after arrival.

Physical Education is required of all Freshmen and Sophomore students to the extent of four semester hours of credit, which is counted over and above the 120 semester hours described as meeting requirements for graduation. In the event that any student be excused because of physical disability, an additional four hours of collegiate work must be presented in lieu of the Physical Education requirement. An extra fee is charged if delayed until the Junior or Senior year.

**\*101, 102—GENERAL PHYSICAL EDUCATION** 1 hour

Required of all Freshman men. Physical ability tests, exercises, sports, and recreational games.

First and second semesters.—One hour credit each.

Required of all Freshman women. Free exercises, tactics and games.

First and second semesters.—One hour credit each.

**111—COACHING OF BASKETBALL** 3 hours

The game is thoroughly discussed. The students must participate to obtain credit. Plays, training rules, schedule making, care of equipment, treatment of injuries, organization for games, and clerical duties, are fully discussed. Both offensive and defensive instruction is given.

First semester.—Three hours credit.

**112—THEORY AND PRACTICE OF PLAY** 3 hours

Theories of various prominent play leaders of our country. Instruction is given for proper play program in order to develop skills and attitudes in class procedures. Each student will be required to teach the class according to previous instruction.

Second semester.—Three hours credit.

**121—GYMNASTIC EXERCISES** 3 hours

This course is conducted in the gymnasium. Gymnastics, marching tactics and calisthenic drills are given. Apparatus, stunts, tumbling, free exercises, and minor games. A full year's program is worked out from which a student may teach.

First semester.—Three hours credit.

Omitted in 1939-40.

**201, 202—GENERAL PHYSICAL EDUCATION** 1 hour

Required of all Sophomore men. Sports and recreational games. A continuation of Physical Education 101, 102. Each

\*Significance of numbers, see page 49.

quarter a list of games is presented from which each man is to select one to play that quarter. A different game must be selected each quarter. The games include: touch football, track, tennis, basketball, softball, volleyball, ping-pong, aerial dart, shuffleboard, and horseshoes.

First and second semesters.—One hour credit each.

Required of all Sophomore women. Free exercises, tactics, and games. A continuation of Physical Education 101, 102.

First and second semesters.—One hour credit each.

**211—FIRST AID AND PHYSICAL DIAGNOSIS** 3 hours

Instruction is given in regard to accidents that may occur in the home, the gymnasium, the athletic field, or in camp, while treatment of sprains, dislocations, fractures, burns, hemorrhage and fainting is outlined. Methods of emergency treatment are given with actual practice as well as the latest methods of transportation of the injured. Heredity and environmental health conditions are given considerable attention. Methods of presenting health examinations, including the eyes, ears, circulatory and respiratory systems.

First semester.—Three hours credit.

Omitted in 1939-40.

**212—COACHING OF BASEBALL AND TRACK** 2 hours

In the coaching of baseball and track both the theory and actual practice will be given. Instructions will be given in the strategy and technique of playing in the various positions; care of injuries, choosing equipment, making of schedules and laying out of playing fields. The students will actually participate in the events in order to learn the proper form from practice and observation.

Second semester.—Two hours credit.

Omitted in 1939-40.

**301—ORGANIZATION AND ADMINISTRATION OF  
PHYSICAL EDUCATION** 2 hours

Instruction is given in the conducting of a program in Physical Education, including Health and Athletics. Clerical duties of the director are also outlined. Proper administration of gymnasium, fields and playgrounds is discussed. Procedures in classification of students and activities as well as selection of equipment, are presented.

First semester.—Two hours credit.

**302—PHYSICAL EXAMINATIONS AND  
INDIVIDUAL GYMNASTICS** 3 hours

Instruction and application in the history, taking, and methods of examination of the lungs, heart, eyes, nose, and throat; anthropometry, testing of vision and hearing; suitable forms of exercise for individuals with bodily defects.

Second semester.—Three hours credit.

**402—METHOD OF TEACHING PHYSICAL  
EDUCATION IN HIGH SCHOOLS** 2 hours

This course deals with the foundation of Physical Education, its contribution to general education, the principles and phi-



losophy underlying its direction, and the activities included in it. Second semester.—Two hours credit.  
Omitted in 1939-40.

## PHYSICS

(Department of Science)  
Professor Ritchie

A minor in Physics consists of 16 semester hours, not including the Survey Course. Mathematics 211-212 and Physics 211-212 are prerequisites for all Physics courses numbered above the 200 group.

### \*201-202—SURVEY COURSE IN GENERAL COLLEGE PHYSICS

4 hours

This course is an introduction to the fundamentals of General Physics, with emphasis placed upon daily applications and modern developments. Mechanics, heat and sound will be studied in the first semester; magnetism, electricity, modern Physics and light will be considered during the second semester.

This course is designed to meet the science requirement for a Liberal Arts degree, but does not meet the requirements for medicine, pre-engineering, or teaching. Three class periods and one laboratory period per week.

First and second semesters.—Four hours credit each.

### 211-212—GENERAL COLLEGE PHYSICS

5 hours

This course is designed to meet the requirements for medicine, pre-engineering, teaching. Mechanics, heat and sound studied in the first semester; magnetism, electricity, modern physics and light will be studied in the second semester. Three class periods per week and two laboratory and problem periods per week. First and second semesters.—Five hours credit each.

### 311-312—INTERMEDIATE PHYSICS

3 hours

An advanced course in General Physics. A study of the more advanced topics not included in the first course, with lectures, demonstrations, laboratory work.

First and second semesters.—Three hours credit each.

### 321—MODERN DEVELOPMENTS IN PHYSICS

3 hours

A study of the recent discoveries as to the nature of matter. It includes a study of the electron, X-rays, radio-activity, quantum theory and other current theories of the structure of matter.

Prerequisite, Physics 211-212 and Mathematics 122.

First semester.—Three hours credit.

## POLITICAL SCIENCE

(Division of Social Science)  
Professor Oborn

### \*401-402—INTRODUCTION TO AMERICAN GOVERNMENT

2 hours

A study of the foundations of American government will be followed by a survey of the national, state, and local governments

\*Significance of numbers, see page 49.

and administration. The aim is to prepare the student for intelligent participation in American citizenship.

First and second semesters.—Two hours credit each.

**411-412—INTERNATIONAL LAW** **2 hours**

The purpose of this course is to give the student an understanding of the principles and procedure governing the relations between enlightened nations. A study is made of the nature of international law, the organization of the community of nations, the substantive rules of international law, international procedure for the settlement of conflict of claims, and the procedure by self-help for the enforcement of claims.

First and second semesters.—Two hours credit each.

Omitted in 1939-40.

## **PSYCHOLOGY**

(Division of Education, Psychology,  
and Physical Education)

**Professor Barnard, Associate Professor Ayres,  
Instructor England**

**\*201-202—ELEMENTARY PSYCHOLOGY** **2 hours**

This course deals with the fundamental principles of the science of psychology. At the same time it is made practical enough so that the student taking but a single course in this field may derive lasting benefit from it. Required of all college students and should be taken in the sophomore year.

First and second semesters.—Two hours credit each.

**301—MENTAL HYGIENE** **3 hours**

A survey of the principles of mental health, with reference to mental efficiency, social and emotional adjustment, and personality development. Prerequisites, Psychology 201-202.

First semester.—Three hours credit.

**302—ABNORMAL PSYCHOLOGY** **3 hours**

A practical study of the nature of mental ill-health; its causes, means of prevention and the principal remedial techniques receive major attention. The course will be of special value to all who expect to engage in the education of the youth in either the field of secular or religious education. Prerequisites, Psychology 201-202.

Second semester.—Three hours credit.

**311—PSYCHOLOGY OF LEARNING** **2 hours**

The economy and technique of the learning process from the theoretical and experimental point of view. A review of the experimental literature and theoretical considerations pertinent to important problems in the field of memory and learning. Prerequisites, Psychology 201-202.

First semester.—Two hours credit.

Omitted in 1939-40.

**312—VIEWPOINTS IN PSYCHOLOGY** **2 hours**

A critical evaluation of the contemporary points of view in

\*Significance of numbers, see page 49.



psychology, disputed theories, and a study of texts representative of modern tendencies. Prerequisites, Psychology 201-202.

Second semester.—Two hours credit.

Omitted in 1939-40.

### 331—CHILD PSYCHOLOGY

2 hours

The life of the child is studied from the genetic standpoint. Original nature, the dawn and development of meaning, the psychology of play, habits, and fears, the beginning of the religious consciousness, are some of the subjects treated. The course is planned for all teachers, whether in classroom, home or pulpit. Prerequisites, Psychology 201-202.

First semester.—Two hours credit.

### 332—ADOLESCENT PSYCHOLOGY

2 hours

The peculiar problems of the high school pupil in school, in society, in church, and home receive major attention. The study of the religious consciousness begun in the preceding course is continued. A study is made of the psychology of aesthetic appreciation. Prerequisites, Psychology 201-202.

Second semester.—Two hours credit.

### 341—PSYCHOLOGY OF THE AUDIENCE

3 hours

A course in applied psychology dealing definitely with a variety of organized situations in which one or more performers confront a group of auditors or spectators for the purpose of influencing them. The peculiar psychology of each type of audience is pointed out and the many reasons for the performer's success or failure are indicated. The course points out the various devices for arousing and maintaining the interest of the audience and the effective methods of producing conviction. The influence of the audience on the performer is also analyzed. Prerequisites, Psychology 201-202.

First semester.—Three hours credit.

Given on sufficient demand.

### 401—SOCIAL PSYCHOLOGY

3 hours

A study of fundamental human instincts; personality and social adjustment; interstimulation by communication, suggestion, imitation, discussion, and accommodation. A study of crowds, mobs, group opinions, group loyalties, group control and group agencies, leadership and social change. Prerequisites, Psychology 201-202.

First semester.—Three hours credit.

Omitted in 1939-40.

### 402—PSYCHOLOGY OF PERSONALITY

3 hours

The problem of personality has become one of dominant influence in scholastic, commercial, legal, and medical centers. Heredity, environment, temperament, instinct, emotion, habit, "drives," intelligence, and kindred subjects are carefully examined with a view to the extraction of any contribution they may make to this absorbing and puzzling subject. The problem of creating personality receives attention. Prerequisites, Psychology 201-202.

Second semester.—Three hours credit.

Omitted in 1939-40.

**411—APPLIED PSYCHOLOGY****2 hours**

This course will include a discussion of problems, methods, and results of psychology in the practical fields of medicine, law, education and industry and commerce.

First semester.—Two hours credit.

Given on sufficient demand.

**412—PSYCHOLOGY OF FEELING AND EMOTION****2 hours**

This course aims to give insight and appreciation into this important, and somewhat neglected field of psychology. The various theories of feeling and emotion will be discussed together with the relationship of feeling and emotion to overt behavior.

Second semester.—Two hours credit.

Given on sufficient demand.

**RELIGIOUS EDUCATION**

(Division of Bible, Religion, and Philosophy)

Associate Professor Ayres, Assistant Professor Foust

**\*121-122—INTRODUCTION TO HOMILETICS****1 hour**

A course arranged to give early homiletical help to those who are being led into the Christian ministry or any of the sacred callings, while they are pursuing their broader foundation preparation in the A. B. course. Much of the time of the first semester is devoted to the theory of homiletics based upon a suitable text. This is interspersed with the practice of sermon outlining, sermon delivery and the various functions of the minister as soon as the course admits. The practical work is continued throughout the second semester, thus making the course as largely as possible a laboratory procedure. The course is not intended to supersede a more extensive preparation in the field of Homiletics, but to furnish an introduction to the subject.

First and second semesters.—One hour credit each.

**311—PRINCIPLES OF RELIGIOUS EDUCATION****2 hours**

The student in this course seeks for the principles underlying a real Christian philosophy of life. He faces squarely the relation of religion and education, the true motives and vital objectives in religious education and the bearing of religious education on Christian character, ethical life and life's problems. The course gives vitally helpful instruction in the training of teachers for the home, the Sunday School and all other schools of every grade. The principles underlying the teaching of Jesus are found to determine all religious teaching—in fact, all teaching. The necessity for the new birth and the authority of the Bible are maintained as basic.

First semester.—Two hours credit.

**321—THE ORIGIN OF RELIGION****2 hours**

A study of the Origin of Religion by tracing the practice of worship to its ultimate source. Two opposing theories have been held as the origin of religion and the supposed ground for the support of two antagonistic systems are carefully examined.

First semester.—Two hours credit.

\*Significance of numbers, see page 49.



**322—THE HISTORY OF RELIGIONS****2 hours**

The first few weeks of the course will be devoted to a study of the origin, growth and classification of the ethnic religions. This is followed by a historical and analytical study of the higher types of the non-Christian religions.

Second semester.—Two hours credit.

**401—PSYCHOLOGY OF RELIGION****3 hours**

The nature, origin and development of the religious consciousness. A study is made of the various forms of religious psychic phenomena. An attempt is made to correlate and to evaluate both the subjective and objective factors of the various religions and religious tendencies. Same as Philosophy 401. Prerequisites, Psychology 201-202.

First semester.—Three hours credit.

**402—PHILOSOPHY OF RELIGION****3 hours**

This course deals with the philosophical conceptions and principles of religion in general with the place of religion in human experience. It also deals with the principal conceptions and motives of the great historic religions. Special emphasis is given to the philosophy of the Christian religion. Same as Philosophy 402. Prerequisite, Philosophy 311, 312 or 321, 322.

Second semester.—Three hours credit.

**411—HISTORY OF CHRISTIAN MISSIONS****3 hours**

A historical survey of the missionary activities of the Christian church from their beginning to the present time. Special attention will be given to the developments since the Reformation and the renewed activities of the last few generations.

First semester.—Three hours credit.

Omitted in 1939-40.

**412—MISSION PRINCIPLES AND METHODS****3 hours**

This course aims to make comparative study of the most approved methods of missionary work with respect to fields and types. Evangelistic, medical, literary, education and industrial work as conducted in the different fields will be carefully studied.

Second semester.—Three hours credit.

Omitted in 1939-40.

**432—ORGANIZATION AND ADMINISTRATION OF  
RELIGIOUS EDUCATION****2 hours**

Beginning with a brief survey of the history of Religious Education, this course will deal with the theory and practice of Religious Education in the local church. The purpose will be to seek to understand the application of the best methods of organizing and administering Religious Education through the Bible School, the Daily Vacation Bible School, and week day religious education in connection with the public school. Some attention may be given to the curricula and the principle of unifying the program of Religious Education in the local church.

Second semester.—Two hours credit.

**SOCIOLOGY****(Division of Social Science)****Professor Howard**

Courses 101-102 are prerequisites to all other courses in the department. A major in Sociology is twenty-four hours as a minimum. Economics 201-202 is required of those majoring in Sociology.

**\*101-102—INTRODUCTION TO SOCIETY** **2 hours**

A general survey of the Biological, Physical, Psychological, and Cultural factors in the development of human society; the social processes; social organization and social control. Prerequisite to all other courses in Sociology.

First and second semesters.—Two hours credit each.

**201—RURAL SOCIOLOGY** **2 hours**

A survey of the sociology of rural life; the psychology of rural life; rural social values; the rural standard of living. Definite problems are studied as: the rural family, the school, the church, health, recreation, and farmer town—country relationships.

First semester.—Two hours credit.

Omitted in 1939-40.

**202—URBAN SOCIOLOGY** **2 hours**

A study of the location and growth of cities. Special attention is given to the social ecology of the city; the basis and nature of urban social types and urban social pathologies together with various corrective measures for social adjustment. Some significant consequences of urban growth and definite institutions of the urban population are considered.

Second semester.—Two hours credit

Omitted in 1939-40.

**211—THE AMERICAN RACE PROBLEM** **2 hours**

The racial composition of the American population; racial conflict and accommodation; the theory of racial superiority; the growth of race consciousness; the role of the mulatto, and other phases of the racial problem in the American situation.

First semester.—Two hours credit.

**212—IMMIGRATION AND ASSIMILATION** **2 hours**

A general survey of the history of immigration; the causes of migration; the cultural background of the immigrant; the influence of the presence of emigrants on American political, economic, and social institutions and the factors which effect the assimilation of the immigrant in American cultural life.

Second semester.—Two hours credit.

**311—SOCIAL PSYCHOLOGY** **3 hours**

A study of personality and social adjustment. The dynamic effects of social contacts upon human behavior. Same as Psychology 401.

First semester.—Three hours credit.

Omitted in 1939-40.

\*Significance of numbers, see page 49.



**312—POPULATION AND EUGENICS****3 hours**

A study of early theories and policies of population; the growth of population; the social factors of the birth and death rates; the social and biological significance of the differential birth rate and the problem of quality involved in the differential growth of the economic and social classes.

Second semester.—Three hours credit.

Omitted in 1939-40.

**321—CRIMINOLOGY****3 hours**

The costs and causes of crime; the theories of punishment; penal institutions; the police and the detection of crime; the modern treatment of the criminal.

First semester.—Three hours credit.

**322—SOCIAL PATHOLOGY****3 hours**

A study of the causes, extent and the factors involved in social pathology. The care and treatment of the social inadequate; preventive agencies and methods.

Second semester.—Three hours credit.

**411—THE FAMILY****3 hours**

A historical survey of the background of the family. The psychology of family relationships and adjustments. The economic and social influences determining the changed status of the members of the family to each other. Factors causing family instability, and some suggestions for the conservation of the family.

First semester.—Three hours credit

Omitted in 1939-40.

**412—CHILD WELFARE****3 hours**

A critical study of the various factors influencing the development of the child's personality and the analysis of the environmental and educational factors which may influence behavior. Special attention will be given to the volitional and the emotional development of the child and the acquiring of personal habits and social traits.

Second semester.—Three hours credit.

Omitted in 1939-40.

**431, 432—SOCIAL RESEARCH****2 hours**

A course dealing with the major problems of contemporary American society. Intensive reading and investigation by the student on some definite assigned problem. Papers, reports and class discussion. Prerequisite, sixteen hours in Sociology and consent of instructor.

First and second semesters.—Two hours credit each.

Given on sufficient demand.

**SPEECH****(Division of English and Speech)****Assistant Professor Dennis****\*101-102—FUNDAMENTALS OF SPEECH****2 hours**

A course in the principles of Speech. The aim of this course is to develop the voice and expressional powers so as to make them "fit instruments to serve the mind and soul." The speaking voice, diction, interpretation, outlining and delivery of speeches are stressed. This course is a prerequisite to all succeeding courses

\*Significance of numbers, see page 49.

in Speech, except by permission of the head of the department. First and second semesters.—Two hours credit each.

**201, 202—ANALYSIS AND INTERPRETATION OF LITERATURE**

**2 hours**

This course attempts to give the student the ability to grasp the meaning of some of the best literature and to express that meaning through voice and action.

First and second semesters.—Two hours credit each.

**211—PLAY PRODUCTION**

**3 hours**

A course in the fundamentals of producing amateur dramatics. A brief survey of the development of dramatic art, practice in character interpretation, and directing of short plays.

First semester.—Three hours credit.

**212—SHAKESPEARE**

**3 hours**

This course aims to give the student a fairly thorough knowledge of one or two plays of Shakespeare with the view of producing one publicly. In this way the student gets not only an understanding of the text but the ability to interpret the characters. Second semester.—Three hours credit.

**221—ARGUMENTATION AND DEBATE**

**3 hours**

A study of the principles of argumentation, evidence, proof, brief-drawing and persuasive speaking. Class discussions on topics of current interest.

First semester.—Three hours credit.

**222—INTERCOLLEGIATE DEBATING**

**1 hour**

A course for those who participate in intercollegiate debating only, with meetings at least once a week. Several intercollegiate debates are scheduled each season. 221 is prerequisite to this course except by permission of Dean and the Professor of Speech.

Second semester.—One hour credit.

**301—SPEECH COMPOSITION**

**2 hours**

An advanced course in public speaking, with emphasis on the analysis of speech models and the preparation of speeches for special occasions. Extemporaneous speaking is encouraged.

First semester.—Two hours credit.

Omitted in 1939-40.

**302—THE ORATION**

**2 hours**

A study of the great orators and their orations, and practice in the writing and delivery of original orations.

Second semester.—Two hours credit.

Omitted in 1939-40.

**311, 312—PRIVATE LESSONS**

**1 hour**

In this course special attention is given to the individual student's needs in speech. This is required of all majors in speech. First and second semesters.—One hour credit each.

**321—PARLIAMENTARY PRACTICE**

**2 hours**

This course aims to give the student a very comprehensive knowledge and the practical application of the rules by which a deliberative body is governed.

First semester.—Two hours credit.



**401—SPEECH IN THE PULPIT****3 hours**

A study of the various forms of pulpit discourse and sermons of great preachers with practice in the preparation and delivery of sermons. Attention will also be given to the reading of the Scripture and of hymns.

First semester.—Three hours credit.

**402—ADVANCED INTERPRETATION****3 hours**

In this course the student will be expected to do some original work in interpretation and prepare for a public program. Only students who are outstanding in speech will be admitted to this class.

Second semester.—Three hours credit.

**412—THE TEACHING OF SPEECH****2 hours**

This course is open only to majors and those who expect to teach speech. It will consist in a review of the fundamentals of speech and a study of the problems and methods of teaching speech. Does not count on a major in speech.

Second semester.—Two hours credit.

Given on sufficient demand.

**421, 422—PRIVATE LESSONS****1 hour**

This is a continuation of 311-312 but more advanced and is for majors in speech.

First and second semesters.—One hour credit each.

**For Details  
concerning  
SCHOOL OF RELIGION  
see  
1939-40  
BULLETIN of SCHOOL  
OF RELIGION**



## Alumni Directors

Rev. Roy Knight, President  
Upland, Indiana

Ernest Giggy, Vice-President  
Losantville, Indiana

Miss Iris Abbey, Secretary  
Upland, Indiana

Dr. Harlowe Evans, Treasurer  
Upland, Indiana

Russell Jacobs  
Goshen, Indiana

Rev. B. D. Nysewander  
Parker, Indiana

Rev. Alva Beers  
Cleveland, Ohio

# Student Roll

1938 - 1939

## GRADUATE STUDENTS

Frey, Russell	Michigan	Pierce, Lester	Indiana
Kimbel, Joseph	Ohio	Stuart, Paul	Indiana

## SENIORS

Alspaugh, James	Indiana	Lucas, Marshal	New York
Anderson, Ruth	Iowa	Lucas, Winifred	New York
Armstrong, Edward	New York	Matthews, Martha	Pennsylvania
Barnes, Donald	Indiana	McCallian, Wilma	Indiana
Beery, Maurice	Ohio	Miller, Harold	New Jersey
Bergwall, Evan	New York	Obara, Taeko	Japan
Blake, Nellie	Indiana	Persons, Edith	Minnesota
Bower, Lloyd	Indiana	Rediger, Milo	Ohio
Bragan, Murray	Alabama	Ridgway, Alton	Indiana
Briggs, Arland	Pennsylvania	Scheel, Geraldine	Michigan
Brown, Deveen	Oregon	Shaffer, Mary	Indiana
Butz, Alice	South Dakota	Short, Reuben	Ohio
Cooke, Ruth	New York	Sluyter, Margaret	Pennsylvania
Crandall, Dorothea	Indiana	Smethurst, Gilbert	Massachusetts
Eicher, Howard	Indiana	Smith, Logan	Indiana
Gage, Davis	New York	Snyder, Priscilla	Michigan
Guindon, George	Ohio	Sobel, Paul	Indiana
Hess, Mary	Pennsylvania	Stanley, Lois	Indiana
Hoke, William	Ohio	Sutch, Muriel	Ohio
Holcombe, Alice	Ohio	Uphold, William	Illinois
Johannides, Francis	Pennsylvania	Van Loon, Orrin	Michigan
Jones, Stanley	New York	Walhof, Helen	Iowa
Lawrence, Ralph	Indiana	Welch, Marshall	Kentucky
Livezey, Merrill	Indiana	White, Lydia	Pennsylvania
Lockee, Percell	North Carolina	Williams, Kenneth	Indiana

## JUNIORS

Beers, Stanley	Ohio	Long, Bruce	Rhode Island
Blake, Melvin	Indiana	Longnecker, Virginia	Iowa
Branch, John	Indiana	Magsig, Lewis	Ohio
Brown, Carol	Wisconsin	Martin, Gerald	Indiana
Brown, Doris	Michigan	McKee, Doris	Indiana
Bruerd, Edward	Indiana	McLennan, Ross	Michigan
Buchwalter, Omar	Pennsylvania	Morrow, Lorenz	Pennsylvania
Bunner, Virginia	Indiana	Mudgett, Evelyn	South Dakota
Campbell, Paul	New York	Murphy, George	Michigan
Campbell, Thomas	Florida	Nagel, George	Pennsylvania
Clark, Ethel	Indiana	Niebel, Gwendolyn	New York
Clevenger, Alta	Indiana	Null, Virginia	Indiana
Crabtree, Sumner	Maine	Page, Wallace	New York
Cummings, Ralph	Nebraska	Peters, Teuntje	New York
Davis, Harriet	New York	Porter, Floyd	Michigan
Degelman, Oliver	New York	Prosser, Ruth	Michigan
Dillon, Clinton	Michigan	Sanderson, Bertha	New York
Driscoll, William	New York	Scea, Dorothy	North Dakota
Emery, Dexter	Rhode Island	Schultz, Jessie	Indiana



Foulke, Kenneth \_\_\_\_\_ Indiana  
 Garrison, Maran \_\_\_\_\_ New York  
 Haddock, Josephine \_\_\_\_\_ Indiana  
 Harris, Leone \_\_\_\_\_ Delaware  
 Houk, Leroy \_\_\_\_\_ Indiana  
 Jackson, Robert \_\_\_\_\_ Ohio  
 Johnson, Ruth \_\_\_\_\_ Pennsylvania  
 Jones, John Paul \_\_\_\_\_ Indiana  
 Kashner, Gordon \_\_\_\_\_ Pennsylvania  
 Knight, Dorothy \_\_\_\_\_ Indiana  
 Lanman, Harold \_\_\_\_\_ Maryland

Shields, Wilma \_\_\_\_\_ Ohio  
 Smith, Charles \_\_\_\_\_ Indiana  
 Southern, Jean \_\_\_\_\_ Ohio  
 Spear, Sherman \_\_\_\_\_ New York  
 Sprunger, Opal \_\_\_\_\_ Indiana  
 Stephens, Miriam \_\_\_\_\_ Pennsylvania  
 Warner, John \_\_\_\_\_ Iowa  
 Webb, Mary \_\_\_\_\_ Indiana  
 Weed, Maxine \_\_\_\_\_ Ohio  
 Wildermuth, Edith \_\_\_\_\_ Indiana

## SOPHOMORES

Anderson, Alfred \_\_\_\_\_ Ohio  
 Anderson, Arthur \_\_\_\_\_ Ohio  
 Anderson, Dorothy \_\_\_\_\_ New York  
 Anderson, Eleanor \_\_\_\_\_ Iowa  
 Batchelor, Harriet \_\_\_\_\_ Ohio  
 Bauer, Harold \_\_\_\_\_ New York  
 Bell, James \_\_\_\_\_ Indiana  
 Bingaman, Kathryn \_\_\_\_\_ Michigan  
 Bingaman, Melva \_\_\_\_\_ Michigan  
 Bishop, Richard \_\_\_\_\_ Maryland  
 Boller, Ruth \_\_\_\_\_ Indiana  
 Bruerd, Glendola \_\_\_\_\_ Indiana  
 Burtner, Jessie \_\_\_\_\_ Pennsylvania  
 Burtner, Roger \_\_\_\_\_ Pennsylvania  
 Butz, Earl \_\_\_\_\_ South Dakota  
 Carpenter, Elizabeth \_\_\_\_\_ Pennsylvania  
 Compton, Asa \_\_\_\_\_ Michigan  
 Culver, Norman \_\_\_\_\_ Kentucky  
 Cummings, Jane \_\_\_\_\_ New York  
 Davis, Theda \_\_\_\_\_ Pennsylvania  
 Elliott, Rodah \_\_\_\_\_ Indiana  
 Everson, Magdalene \_\_\_\_\_ South Dakota  
 Ferree, Dorothy \_\_\_\_\_ Ohio  
 Fisher, Nancy \_\_\_\_\_ Ohio  
 Foster, Gerald \_\_\_\_\_ Michigan  
 Gviden, Noble \_\_\_\_\_ Ohio  
 Grim, Vera \_\_\_\_\_ Ohio  
 Hanley, Keith \_\_\_\_\_ Indiana  
 Hoke, Naomi \_\_\_\_\_ Ohio  
 Knight, Eunice \_\_\_\_\_ Indiana  
 Knight, Frances \_\_\_\_\_ Indiana  
 Knox, Dorothea \_\_\_\_\_ Michigan  
 Lee, Ernest \_\_\_\_\_ New Jersey  
 Lehman, Olin \_\_\_\_\_ Indiana

Lewis, Nettie \_\_\_\_\_ Pennsylvania  
 Litten, Robert \_\_\_\_\_ Ohio  
 Malsbary, Gail \_\_\_\_\_ Indiana  
 McDonald, Gordon \_\_\_\_\_ Indiana  
 McDonald, Howard \_\_\_\_\_ Michigan  
 Michel, Lester \_\_\_\_\_ Nebraska  
 Middleton, Marylee \_\_\_\_\_ Iowa  
 Miller, Donald \_\_\_\_\_ Pennsylvania  
 Mitchell, Wayne \_\_\_\_\_ Indiana  
 Moreland, William \_\_\_\_\_ New Jersey  
 Parry, Eleanor \_\_\_\_\_ Illinois  
 Richey, Ross \_\_\_\_\_ Indiana  
 Roane, Elizabeth \_\_\_\_\_ Ohio  
 Rocke, Glenn \_\_\_\_\_ Illinois  
 Rupp, Kathryn \_\_\_\_\_ Ohio  
 Rupp, Lucille \_\_\_\_\_ Ohio  
 Rupp, Ruth \_\_\_\_\_ Ohio  
 Russell, Lyle \_\_\_\_\_ Michigan  
 Sands, Kendall \_\_\_\_\_ Indiana  
 Scheel, Doris \_\_\_\_\_ Michigan  
 Shaffer, Helen \_\_\_\_\_ Ohio  
 Shugart, Jean \_\_\_\_\_ Indiana  
 Smith, Marion \_\_\_\_\_ Oregon  
 Swearingen, Noble \_\_\_\_\_ Michigan  
 Thuerner, Elizabeth \_\_\_\_\_ Indiana  
 Vail, Nelson \_\_\_\_\_ Canada  
 Vincent, Erwin \_\_\_\_\_ New York  
 Walker, June \_\_\_\_\_ Ohio  
 Wiggins, Hope \_\_\_\_\_ Indiana  
 Wilcox, Robert \_\_\_\_\_ Pennsylvania  
 Wilson, Jean \_\_\_\_\_ Indiana  
 Yaggy, Phillip \_\_\_\_\_ Ohio  
 Young, Kathryn \_\_\_\_\_ Indiana  
 Zoller, John \_\_\_\_\_ Michigan

## FRESHMEN

Andresen, Valentine \_\_\_\_\_ New Hampshire  
 Andrews, Otho \_\_\_\_\_ Indiana  
 Ashton, Mary \_\_\_\_\_ Indiana  
 Barnett, Oneta \_\_\_\_\_ Ohio  
 Barney, Martin \_\_\_\_\_ New Hampshire  
 Beck, Gordon \_\_\_\_\_ Ohio  
 Bontrager, John \_\_\_\_\_ Indiana  
 Botkin, Mildred \_\_\_\_\_ Indiana  
 Brackbill, Dorothy \_\_\_\_\_ Pennsylvania  
 Brown, Carl \_\_\_\_\_ Indiana  
 Brown, Martha \_\_\_\_\_ Indiana  
 Brown, Mildred \_\_\_\_\_ Michigan  
 Bryce, Geraldine \_\_\_\_\_ Michigan

Knight, Naomi \_\_\_\_\_ Indiana  
 Knox, Norman \_\_\_\_\_ Ohio  
 Kruschwitz, Walter \_\_\_\_\_ Michigan  
 Lyman, Howard \_\_\_\_\_ Illinois  
 Martin, Betty \_\_\_\_\_ Indiana  
 Martin, Harley \_\_\_\_\_ Ohio  
 Matthews, Mary \_\_\_\_\_ Illinois  
 McCallister, Claude \_\_\_\_\_ Indiana  
 McCormack, Ralph \_\_\_\_\_ Indiana  
 MacDonald, Gertrude \_\_\_\_\_ Michigan  
 McDonald, Jessie \_\_\_\_\_ Michigan  
 McElroy, Alberta \_\_\_\_\_ Pennsylvania  
 McEvoy, Ashton \_\_\_\_\_ New York

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Burdon, Mildred	Indiana	McNeal, Dorothy	Pennsylvania
Burner, Joyce	Pennsylvania	Meadows, William	West Virginia
Buskirk, Earl	Indiana	Meginnis, Alphretta	New York
Butler, Vincent	Michigan	Miller, Helen	Kansas
Byerly, Helen	Pennsylvania	Miller, Rhea	New York
Carter, David	Indiana	Mitchell, Robert	Indiana
Caskey, John	Indiana	Murbach, John	Michigan
Cedarleaf, John	Illinois	Muselman, Pauline	Indiana
Chandler, Lois	Indiana	Norris, Eloise	New York
Church, Leonard	Indiana	O'Brien, Penn	Indiana
Clarke, Albert	Indiana	O'Bryan, Helen	Louisiana
Collins, Virginia	Indiana	Odle, Don	Indiana
Cunningham, Myrna	Indiana	Overmeyer, Ethel	Ohio
Deal, John	Indiana	Patow, Ruth	Michigan
Diavastes, Mike	Iowa	Porter, Norman	Maine
Ditzler, Wilma	Illinois	Prosser, Esther	Michigan
Divine, Leon	Indiana	Pugh, Gerry	Indiana
Dopp, Maxine	Michigan	Pugh, Ruth	Indiana
Durling, Helen	Michigan	Randall, Helen	Pennsylvania
Dyer, Alice	Pennsylvania	Read, Charles	Indiana
Dykeman, Wynona	Nebraska	Reasoner, Homer	Indiana
Eastman, Addison	Michigan	Reish, Miriam	Indiana
England, Virginia	Indiana	Robinson, Eleanor	Indiana
Evers, Betty	Indiana	Roseberry, Ruth	Ohio
Farrier, Chester	Michigan	Rosier, Melvin	Indiana
Farrier, Melford	Michigan	Rowell, Ina	Illinois
Flummer, Edith	Pennsylvania	Rowley, Fred	Iowa
Fosnaught, Hope	Ohio	Sands, Leo	Indiana
Garrison, Sanford	New Jersey	Scott, Kenneth	Indiana
Greer, Bernice	Michigan	Shafer, Mary J.	Indiana
Gricas, William	Pennsylvania	Smith, Cecil	Indiana
Guindon, Frances	Ohio	Smith, Phillip	Indiana
Hagle, Lillian	Pennsylvania	Spitnale, Howard	Ohio
Hagstrom, Robert	Ohio	Stephens, Norma	Pennsylvania
Haines, Malcolm	Pennsylvania	Stephenson, Sadie	Indiana
Hislop, Dorothy	New York	Stevens, Claude	Indiana
Holcombe, Warne	Ohio	Swenson, Theodore	New York
Hood, Otto	Michigan	Tatman, Irene	Indiana
Hyde, Margaret	Ohio	Taylor, May	Pennsylvania
Hyde, Wendell	Ohio	Tobin, Henry	Indiana
Johnson, Ralph	Indiana	Travis, Mary	New York
Johnson, William	Indiana	Trumbauer, Paul	Iowa
Keen, Stanley	Delaware	Unkenholz, Carol	North Dakota
Kendall, Mary	Michigan	Van Buren, Homer	Nebraska
Kimball, Marion	Michigan	Webb, J. Ellis	Pennsylvania
Kirby, Harold	Michigan	Webster, Lucille	Indiana
Kittle, Margaret	Indiana	Wood, Jean	Illinois
Klemmer, Kathryn	Michigan		

## UNCLASSIFIED

Charbonnier, Edith	Indiana	Miller, Luther	Indiana
Emery, Frances	Massachusetts	Morton, Blanche	Illinois
Grant, Merlyn	China	Reeves, Harold	Illinois
Hoover, David	Ohio	Stille, Hope	California
McCallister, Hester	Indiana	Van Meter, Harry	New York
McIntosh, Grant	Kansas		

## MUSIC

Abbey, Iris	Indiana	Barnett, Oneta	Ohio
Anderson, Arthur	Ohio	Batchelor, Harriet	Ohio
Anderson, Eleanor	Iowa	Beery, Maurice	Ohio
Armstrong, Edward	New York	Bidwell, Mada	Indiana
Ballinger, Lois	Indiana	Bingaman, Kathryn	Michigan



Bingaman, Melva	Michigan	Matthews, Mary	Illinois
Blake, Nellie	Indiana	McCormack, Ralph	Indiana
Brackbill, Dorothy	Pennsylvania	McDonald, Gordon	Indiana
Buchwalter, Omar	Pennsylvania	McDonald, Howard	Michigan
Bunner, Virginia	Indiana	McElroy, Alberta	Pennsylvania
Burdon, Mildred	Indiana	Miller, Harold	New Jersey
Byerly, Helen	Pennsylvania	Oborn, Daniel	Indiana
Charbonnier, Edith	Indiana	O'Bryan, Helen	Louisiana
Clark, William	Indiana	Page, Wallace	New York
Cooke, Ruth	New York	Peters, Teuntje	New York
Crabtree, Alice	Maine	Powell, Joan	Indiana
Crandall, Dorotha	Indiana	Prosser, Esther	Michigan
Culver, Norman	Kentucky	Puckett, Joan	Indiana
Cummings, Ralph	Nebraska	Pugsley, Roger	Indiana
Durling, Helen	Michigan	Randall, Helen	Pennsylvania
England, Lois	Indiana	Raymonde, Jean	Indiana
Erler, Josephine	Michigan	Reeves, Harold	Illinois
Everson, Magdalene	South Dakota	Reynolds, Martha	Indiana
Farrier, Chester	Michigan	Richey, Ross	Indiana
Fenstermacher, Dorothy	Indiana	Ritchie, Lois	Indiana
Fisher, Nancy	Ohio	Ritchie, Paul	Indiana
Fosnaught, Hope	Ohio	Roane, Elizabeth	Ohio
Foulke, Kenneth	Indiana	Rocke, Glenn	Illinois
Fox, Edward	Indiana	Rowell, Ina	Illinois
Gage, Davis	New York	Ruley, P. E.	Indiana
Greer, Bernice	Michigan	Rupp, Kathryn	Ohio
Grile, Byrdie	Indiana	Rupp, Ruth	Ohio
Grile, Glendora	Indiana	Scheel, Doris	Michigan
Grile, Merrill	Indiana	Scheel, Geraldine	Michigan
Hambidge, Esther	Indiana	Shafer, Mary J.	Indiana
Hambidge, Ruth	Indiana	Shaffer, Mary	Indiana
Hambidge, Wilma	Indiana	Shields, Wilma	Ohio
Harris, Leone	Delaware	Shugart, Jean	Indiana
Hise, Coleen	Indiana	Sluyter, Margaret	Pennsylvania
Hochstedler, Clyde	Indiana	Sobel, Paul	Indiana
Holcombe, Alice	Ohio	Southern, Jean	Ohio
Holcombe, Warne	Ohio	Spitnale, Howard	Ohio
Hoover, David	Ohio	Sprunger, Opal	Indiana
Howard, Kathleen	Indiana	Stephenson, Sadie	Indiana
Hyde, Margaret	Ohio	Stuart, Josephine	Indiana
Johannides, Francis	Pennsylvania	Taylor, May	Pennsylvania
Johnson, Ralph	Indiana	Tinkle, David	Indiana
Kimball, Marion	Michigan	Tinkle, Helen	Indiana
Knight, Naomi	Indiana	Van Meter, Harry	New York
Knox, Dorothea	Michigan	Weed, Maxine	Ohio
Kreiner, Karl	Indiana	White, Lydia	Pennsylvania
Ladd, Josephine	Indiana	Wiggins, Hope	Indiana
Leffler, Mary	Indiana	Witmer, Jean	Indiana
Leightner, Martha	Indiana	Worth, Freda	Indiana
Lyon, Alice	Indiana	Yeater, Betty	Indiana
Lucas, Winifred	New York	Yeater, Harold	Indiana

## SCHOOL OF RELIGION

Anderson, Alfred	Ohio	Degelman, Oliver	New York
Barney, Martin	New Hampshire	Ditzler, Wilma	Illinois
Beck, Gordon	Ohio	Eicher, Howard	Indiana
Bontrager, John	Indiana	Emery, Frances	Massachusetts
Bragan, Murray	Alabama	Emery, Dexter	Rhode Island
Brown, Deveen	Oregon	Ferree, Dorothy	Ohio
Bruerd, Edward	Indiana	Frey, Russell	Michigan
Bruerd, Glendola	Indiana	Garrison, Maran	New York
Cedarleaf, John	Illinois	Hanley, Keith	Indiana
Clark, Ethel	Indiana	Johannides, Francis	Pennsylvania
Clarke, Albert	Indiana	Kimbel, Joseph	Ohio
Crabtree, Sumner	Maine	Lawrence, Ralph	Indiana
Crandall, Dorotha	Indiana	Long, Bruce	Rhode Island

McCallister, Hester	Indiana	Rowley, Fred	Iowa
MacDonald, Gertrude	Michigan	Schultz, Jessie	Indiana
Murphy, George	Michigan	Smith, Logan	Indiana
O'Brien, Penn	Indiana	Uphold, William	Illinois
Pierce, Lester	Indiana	Van Meter, Harry	New York
Read, Charles	Indiana	Webster, Lucille	Indiana
Rowell, Ina	Illinois	White, Lydia	Pennsylvania

## SHORT BIBLE COURSE

Beard, Marced	Indiana	Payne, James	Indiana
Garrett, Dorr	Michigan	Payne, Rosemary	Indiana
Jones, Ruth	Indiana		

## SUMMARY

Class	Men	Women	Total	Class	Men	Women	Total
Graduate	4		4	Music	36	77	113
Seniors	30	20	50	School of Religion	28	12	40
Juniors	32	27	59	Short Bible Course	3	2	5
Sophomores	32	36	68	Total Less Duplicates	174	179	353
Freshmen	60	63	123	States Represented			28
Unclassified	6	5	11	Foreign Countries Represented			3

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## ENROLLMENT BY STATES AND COUNTRIES

✓ Alabama	1	✓ New Hampshire	2
✓ California	1	✓ New Jersey	4
✓ Delaware	2	✓ New York	29
✓ Florida	1	✓ North Carolina	1
✓ Illinois	11	✓ North Dakota	2
✓ Indiana	142	✓ Ohio	44
✓ Iowa	9	✓ Oregon	2
✓ Kansas	2	✓ Pennsylvania	33
✓ Kentucky	2	✓ Rhode Island	2
✓ Louisiana	1	✓ South Dakota	4
✓ Maine	3	✓ West Virginia	1
✓ Maryland	2	✓ Wisconsin	1
✓ Massachusetts	2	✓ Canada	1
✓ Michigan	41	✓ China	1
✓ Minnesota	1	✓ Japan	1
✓ Nebraska	4		

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## Wills and Memorials

"The American college represents our Westminster Abbey for treasuring the money and the memory of man. The man who gives an adequate gift to a well-equipped American college is more sure of an earthly immortality than any other private citizen. He has given his name into the keeping of an institution which is sure to treasure his memory so long as clear thinking, right feeling, and high character are the best parts of humanity."

—PRESIDENT THWING.

Whenever you are planning to leave certain amounts to Taylor University, whether for memorial buildings, scholarship, or whatever purpose you may have in mind, the following items should be in this document:

ITEM 1: Use the following designation: "I give, devise, and bequeath to Taylor University of The William Taylor Foundation, a corporation organized and existing under the laws of Indiana, with its office and place of business at Upland, Grant County, State of Indiana."

ITEM 2: Be sure to describe accurately how you want the fund used. If it is a memorial library, or memorial scholarship fund, make your description specific as to the use of this fund.

ITEM 3: "I designate the President of Taylor University and the President of The William Taylor Foundation as my official representatives in carrying out my plans for bequests to Taylor University, giving them the full right to sell any real estate, and any of the personal property, which may be included in said devise or bequest, at the death of the donor, and reinvest the proceeds thereof in the establishment of said Fund, all without any order of any court whatsoever."

If you have been thinking about making your will, do it now. Many put it off too long. Taylor welcomes any questions you may have in mind relative to any wills or memorials.

For complete information or personal conference, write to the

PRESIDENT'S OFFICE,  
Taylor University  
UPLAND, INDIANA

